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Catalogue of Graduate Studies

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Catalogue of Graduate Studies

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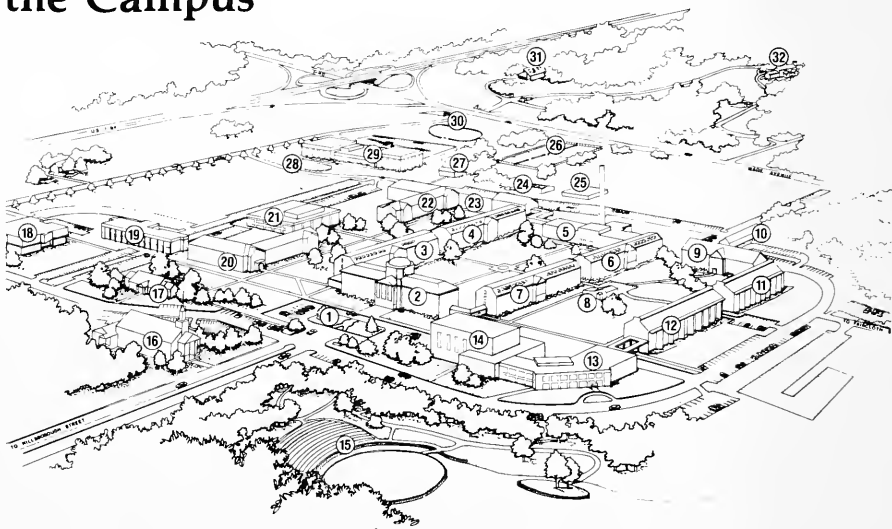
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Map of the Campus



1. Shaw Fountain, 2. Johnson Hall (administration), 3. Vann Residence Hall, 4. Stringfield Residence Hall, 5. Belk Dining Hall, 6. Faircloth Residence Hall, 7. Brewer Residence Hall, 8. Temporary Art Studio, 9. Poteat Residence Hall, 10. Maintenance Shop, 11. Barefoot Residence Hall, 12. Heilman Residence Hall, 13. Harriet Mardre Wainwright Music Building, 14. Jones Hall (auditorium, drama, art), 15. Elva Bryan McIver Amphitheater, 16. Christina and Seby Jones Chapel, 17. Mae Grimmer Alumnae House, 18. Cate College and Continuing Education Center, 19. Shearon Harris Building for Business Administration (business, economics, mathematics), 20. Joyner Hall (liberal arts), 21. Carlyle Campbell Library, 22. Hunter Hall (science, home economics), 23. Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), 24. Continuing Education Office, 25. Carroll Annex (residence hall) 26. Tennis Courts, 27. Ellen Brewer Home Management House, 28. Golf Putting Green, 29. Weatherspoon Physical Education-Recreation Building, 30. Zeno Martin Arena, 31. Meredith Stables, 32. Massey House (president's residence).

President's Message

Meredith is in its second year of a program of graduate studies in business administration, education, and music. When members of the faculty voted to re-establish a master's degree program, after seventy-three years of having offered undergraduate work only, they did so in the belief that the offering of post-baccalaureate studies is consistent with Meredith's mission and history of providing outstanding educational opportunities to women."

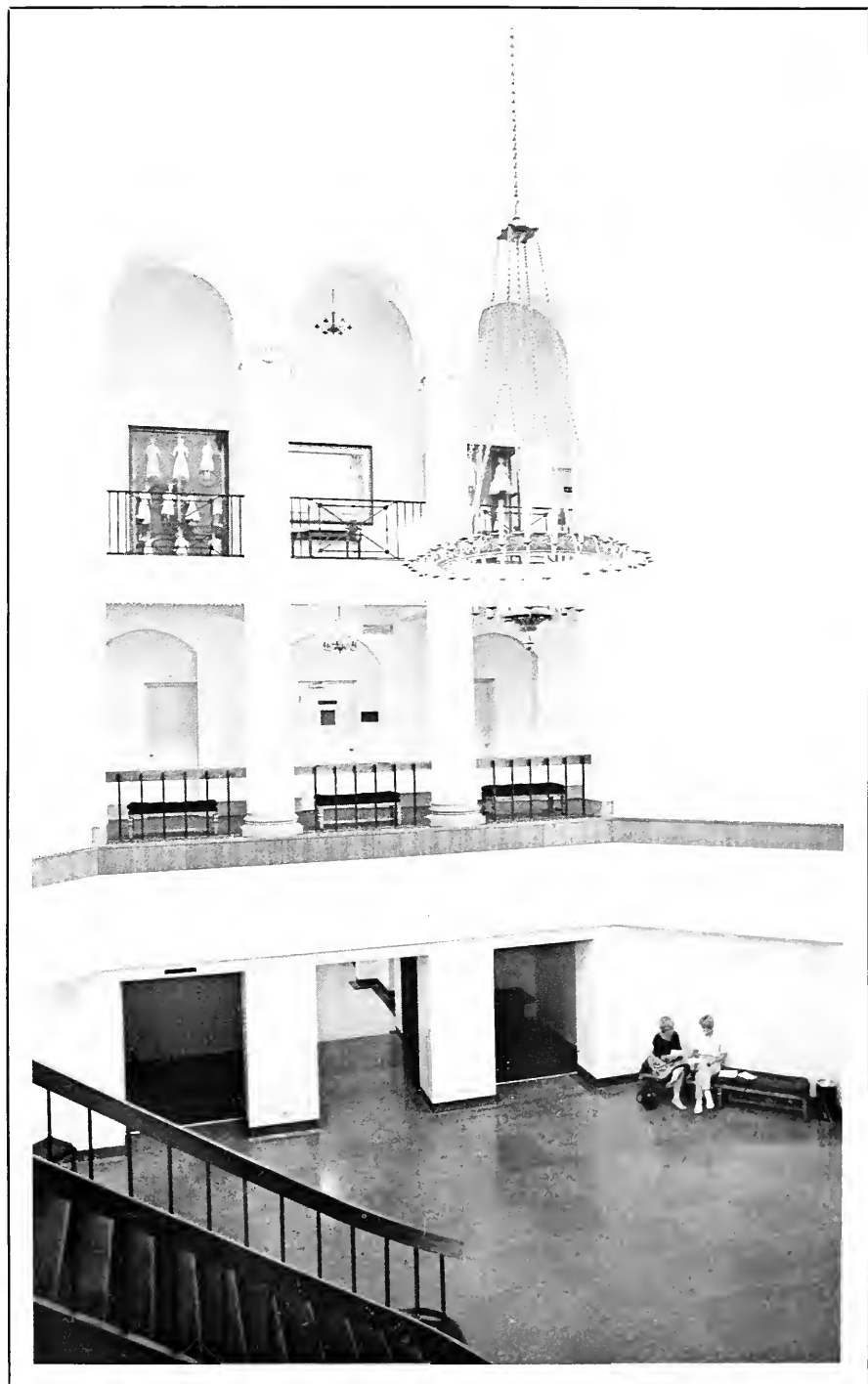
The new program is gratifying, with respect to both enrollment and academic possibilities. As our current programs gain strength and vitality, we anticipate that other departments will take advantage of the opportunity to offer graduate work to the adult students in the Research Triangle Park area of North Carolina, where Meredith's reputation as a service institution is so well known.

Today we are not so far



removed in time from the dreams and aspirations of Meredith's founders and our predecessors that we cannot recapture their intentions and purposes for Meredith. We believe that the re-establishment of graduate programs is exactly the thrust the early founders had in mind for the College. (Meredith offered the master's degree from 1902-10.) To attempt to fulfill the dreams of our founders is a task worthy of undertaking.

As we approach the centennial anniversary of our founding, we take our service to the women of North Carolina as seriously as we ever have, and we undertake it as wisely as we know how.



General Information

STATEMENT OF PURPOSE

Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee for a women's college and was a member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, it offered the master's degree from 1902 to 1911. In 1909 it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the

capitol of North Carolina, was moved to its present west Raleigh site in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, chapel, and other physical facilities that in design and function reflect the best of the founders' ideas.

Since the fall of 1983, the College has offered master's degrees in Business Administration, Elementary Education, and Music.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the Council on Social Work Education. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women. The graduate programs have been established under the auspices and with the advice of the Southern Association of Colleges and Schools.

A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith gradu-

ates have pursued careers with distinction and have provided outstanding leadership and service to their communities and states.

Meredith's graduate programs represent an extension of its mission as an undergraduate Christian college for women. These programs provide curricula and instruction for the continuing professional development of women in the worlds of business, education, or music.

STUDENT LIFE

The graduate students at Meredith are important to the quality of campus life. Lectures, concerts, chapel, convocations, and special events are open to all graduate students. Whether in the challenge of intellectual growth, the opportunities to participate in college activities and cultural events, or simply serving the convenience of its students, the aim of Meredith is to offer a fully developed student life program for its graduate students.

Cate Center, a modern facility which serves as the college cen-

ter, houses a specially designed graduate student study and meeting area. Located in the Fireside Lounge, this area offers graduate students the convenience of a telephone as well as a bulletin board for announcements and information. Also in Cate Center is Le Greenhouse Cafe, where students can purchase traditional "fast-foods" as well as healthful meals and snacks. The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials. The Career Services offices provide testing and career counseling, placement files, interview rooms, career resource/reading rooms, and a career newsletter

Belk Dining Hall, the college cafeteria, is available to graduate students and serves three meals a day: breakfast 7:15 - 8:15 a.m.; lunch 11:00 - 1:15 p.m.; dinner 4:30 - 6:15 p.m.

Carroll Infirmary serves as a resource center for information on health and offers the services of a registered nurse 24 hours a

day as well as regularly scheduled physicians' hours.

Athletic facilities available include the indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Carlyle Campbell Library has a collection of 113,712 catalogued volumes and 614 current periodicals. A computerized bibliographic retrieval system provides direct assistance for graduate research. The Library is open Monday - Thursday 7:45 a.m. - 11:00 p.m.; Friday 7:45 a.m. - 9:00 p.m.; Saturday 9:00 a.m. - 5:00 p.m.; and Sunday 2:00 - 11:00 p.m. It also remains open especially for graduate students during certain holidays. The Music Library in Wainwright Music Building is open Monday - Thursday 7:45 a.m. - 10:00 p.m.; Friday 7:45 a.m. - 6:00 p.m.; Saturday 12:00 noon - 4:00 p.m.; Sunday 3:00 p.m. - 9:00 p.m.

Jones Chapel is the setting of regular and special seasonal programs of worship. The cam-

pus minister and his staff are available to students for counseling.

Students are required to have I.D. cards, application for which may be made at the time of enrollment. Campus security may check student identification when deemed necessary.

It is the hope of the College that our graduate students will avail themselves fully of the many fine facilities and opportunities for enrichment offered by our student life program.

FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions. Teaching is the primary task of the College. Faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, work on committees, and help establish the academic policies of the College. They are also active in the Raleigh community and its churches.

Teaching courses which carry graduate credit is the responsi-

bility of many of the faculty members. All faculty members who teach graduate courses have terminal degrees in the discipline or clearly identifiable credentials which qualify them for the specific courses they teach.

In addition, Meredith, by its unique location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational, and cultural resources directly accessible to Raleigh.

ADMINISTRATION 1984-1985

John Edgar Weems, Ed.D. (1972)
President

Craven Allen Burris, Ph.D. (1969)
Vice President and Dean

Clara Ray Bunn, Ph.D. (1969)
Director of Graduate Studies

Lois E. Frazier, Ed.D. (1954)
Head, Department of Business & Economics

W. David Lynch, D.M.A. (1969)
Head, Department of Music

Mary S. Johnson, Ph.D. (1980)
Head, Department of Education

CURRICULUM

Meredith offers four master's

degree programs: Master of Business Administration, with emphasis on management; Master of Education for early childhood (K-4) and intermediate (4-6) education teachers; Master of Music in performance and pedagogy; and Master of Music in Music Education. Meredith's graduate programs offer curricula designed to introduce students to the latest technology, explore new concepts and media, and develop new techniques in research and performance. Each student must include a core of required courses which give her a concentration in the area of her specific degree program, but she also has the opportunity to tailor certain parts of her program to her individual needs. These programs allow women who are fully employed to complete a professional degree in two years of part-time study. With the career opportunities now available for women in all three areas, especially in management and administrative positions, women graduating from Meredith will have many assets and qualities sought by employers in their field. Knowl-

edge of recent advances in technology, research, and instruction will provide an opportunity to bring professional skills up to date.

NON-DISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's non-discriminatory policy on the basis of handicap.



Admission, Costs, Financial Aid

ADMISSION

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of her baccalaureate level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by each of the departments offering graduate programs. The admissions process is administered by the departments in which the degree is offered.

Applications may be obtained by writing or calling

Office of the Registrar
120 Johnson Hall
3800 Hillsborough Street
Raleigh, North Carolina
27607-5298

Telephone: (919) 829-8423.

Application materials as prescribed by each program (see MBA page 21; MED page 30; MMU page 41; MME page 49) should be submitted to the Registrar's office at the address above. A \$20

non-refundable application fee must accompany all applications. The graduate programs operate on a continuous admissions procedure; however, for regular admission to a program, an applicant's file must be complete by August 1 for fall admission, December 1 for spring admission, or May 1 for summer admission. Upon acceptance to a graduate program, a \$100 deposit toward tuition is required. If a student fails to enroll, the deposit is non-refundable. A student who withdraws from the program and re-applies at a later date must also make the \$100 deposit.

The graduate programs recognize the following types of admissions:

Regular Admission

An applicant fully qualified by departmental admissions criteria is granted this type of admission. A student's regular admission status is terminated if requirements for the degree are not completed within six years, unless the department requests extension.

Provisional Admission

The applicant who does not fully meet departmental admissions criteria may be granted provisional admission. A student who is granted this type of admission because of her academic record or admissions test scores may be awarded regular admission after achieving a satisfactory (S) grade on the first six hours of graduate credit earned at Meredith. A student who is granted provisional admission because she lacks program prerequisites may be granted regular admission status after she meets the prerequisites.

Post-Baccalaureate Study Admission

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a graduate program. Not more than 12 hours taken in this manner may be applied toward graduate degree requirements. A student classified in this category who wishes graduate credit for

coursework must provide the Registrar's office with official transcripts of all undergraduate work.

Acceptance by any of the three types of admission described above remains effective for one calendar year. If the candidate has not enrolled by that time, the applicant will be informed in writing that her application will be purged from the files unless a request is made within 30 days to have the application remain active.

COSTS

Charges for graduate courses are the same as those charged for undergraduate courses. The cost per credit hour for the year 1984-1985 is \$140. Additional charges are added for certain applied music lessons in the Master of Music degrees (see page 44).

In order to register, a student must have a receipt from the business office showing payment of one-half of her tuition (minus deposit if one is required). The business office will bill the student for the

remainder of her tuition by midsemester.

A student parking on campus is required to have a parking sticker. A sticker may be purchased at the time of registration or in the campus security office between 8:00 a.m. and 4:30 p.m. Monday - Friday for a cost of \$10 for the academic year. A student who receives a parking ticket for violation may pay it by mail. Spaces on the south side of Harris Hall are available for graduate students, and other spaces are available near Wainwright Music Building adjacent to the Meredith Lake. A sticker will permit parking in any space marked "commuter."

FINANCIAL AID

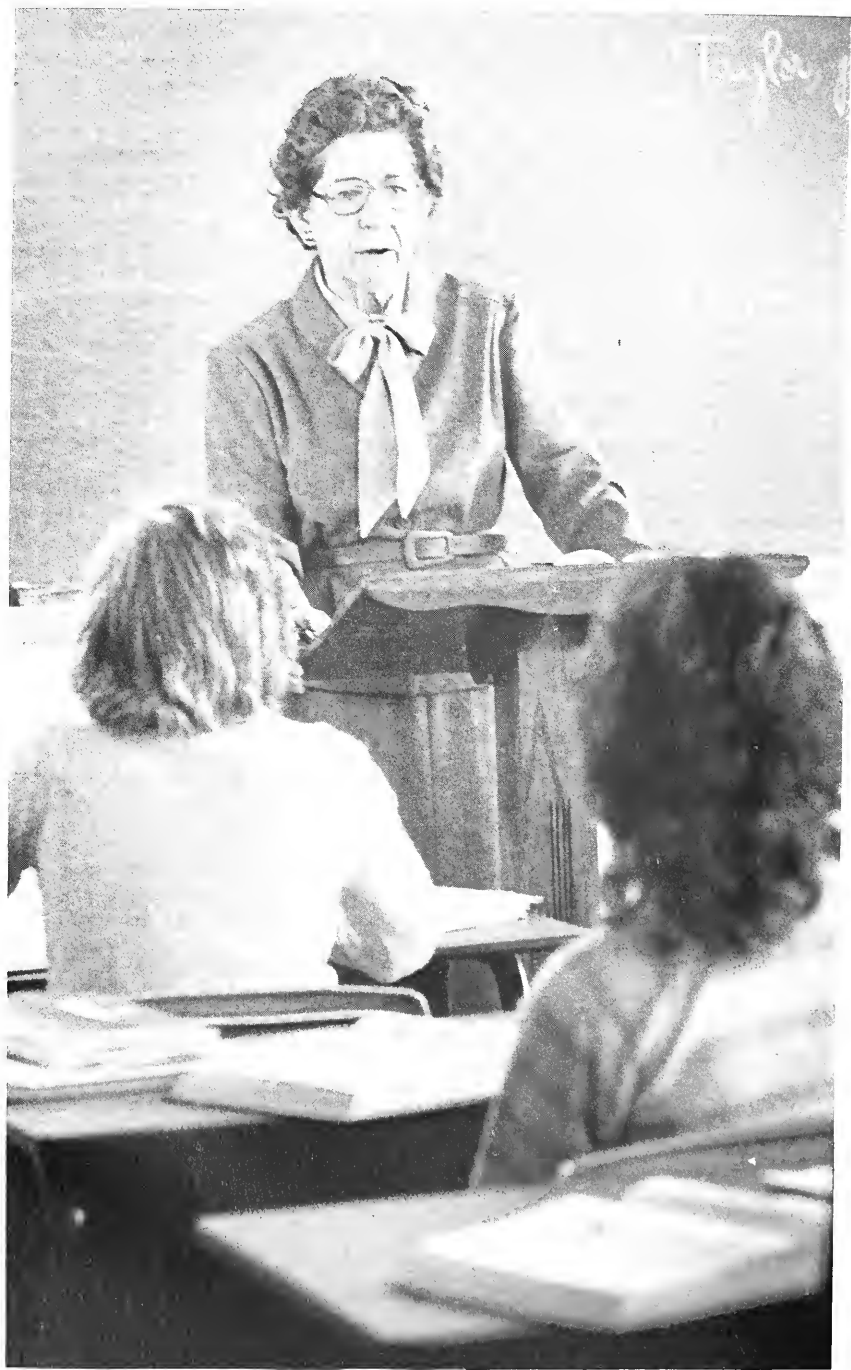
The Guaranteed Student Loan Program permits a student who is recommended by the College to borrow from a bank or other financial institution. Such a loan is guaranteed by the federal government, and interest on the loan is paid by the government while the student is in school. Repayment of principal and interest will begin six months after the student gradu-

ates or ceases to be enrolled in the College at least half-time. Applications for this loan may be obtained at the Office of Scholarships and Financial Assistance in Johnson Hall or through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, NC 27605.

National Direct Student Loans, funded by the federal government and administered by the College also make available low interest loans to students with financial need. Information about these loans and other available forms of financial assistance is available in the Office of Scholarships and Financial Assistance.

A Shearon Harris Scholarship Fund is available for students in the Master of Business Administration program. Information about this scholarship may be obtained from the Department of Business and Economics in Harris Hall.

There will be a tuition grant of \$100 for each three-hour course taken by teachers under contract in a secondary or elementary public or private North Carolina School System.



Academic Policies

CLASS ATTENDANCE

Each student is expected to be regular in her attendance at all classes. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

DEGREE REQUIREMENTS

The following will apply to all students who receive the master's degree from Meredith College: A student may not apply more than six hours of (L) Low Passing grades toward her degree. A culminating activity designed to integrate the knowledge, skills, and values addressed in each program will be expected of all degree candidates. Activities which meet this requirement are specified and administered by each department. All requirements for the degree must be completed within six calendar years unless the department requests exten-

tion. Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.

Transcripts of graduate work at Meredith may be obtained in the Office of the Registrar.

TRANSFER CREDIT

Request for transfer of graduate credit from another institution will be evaluated by the department. Normally not more than six hours may be applied in this manner to a degree program at Meredith College. Requests for transfer of credit should be accompanied by an official transcript.

GRADING POLICY

- E - Excellent
- S - Satisfactory
- L - Low Passing
- F - Failure
- W - Withdrawal
- I - Incomplete
- Au - Audit

RETENTION

A student cannot graduate with more than six hours of

grades at the level of Low Passing (L) applying toward her degree. When the six-hour limit of grades of L or below is exceeded, the student will be dropped from the program. She may file an appeal to the Dean of the College regarding the decision. If she is readmitted, she must repeat all hours of L or below grades in excess of the six-hour limit to be applied toward the degree.

ADDITIONS, WITHDRAWALS, GRADING CHANGES, AND REFUNDS

A student may add a course during the first three class hours the course meets.

A student may change grading (audit) through the first twelve hours of instruction.

A student may withdraw with a grade of W from a course up to the point at which six hours of instruction remain. (This policy is based on a three credit-hour course).

In order to withdraw from a course or a program, a student and her adviser must sign with-

drawal forms and submit them to the Registrar.

If a graduate student withdraws or is dismissed from a course or a program before the end of a semester, she is responsible for the following percentage of the full semester tuition:

During the first three class hours of instruction	0%
After three class hours and up to six class hours	20%
After six class hours through twelve class hours	40%
After twelve class hours	100%

This schedule is based on a three credit-hour course.

Refunds due will be mailed from the business office to the student upon receipt of an official withdrawal notification from the Registrar. For a refund of tuition, withdrawal forms must be submitted to the Registrar within the time limit stated above.

INTERRUPTED STUDY

A student who wishes to interrupt her graduate study for at least one semester should notify her department head of her intent. She may later return

to the program with the same status she held at the time of her departure and under the same catalog. This policy does not change the six-year time limit required for completion of the graduate degree.

ACADEMIC ADVISING

After an initial meeting with the department head, each

graduate student will be assigned an academic adviser in her department who will assist her in planning her program of study from beginning to completion. While the majority of the courses in a program are prescribed, the student may elect certain courses tailored to her specific needs.





Master of Business Administration

The primary goal of the Meredith College Master of Business Administration program is to provide women with realistic business knowledge and skills that are necessary for successful careers in business, industry, or government. The highly structured curriculum enables people who currently hold managerial and administrative positions or who aspire to such positions to enhance their problem-solving and decision-making techniques for contemporary management.

Specific objectives of the program are to enable the student to

- improve existing analytical, problem-solving, and communication skills for management;
- integrate business experience with current theories of management and explore new business concepts;
- seek solutions to business problems involving social, economic, political, and ethical factors;
- develop techniques for meeting the challenges of new business systems, changing tech-

nology, and modern computers.

The program, which demands a serious commitment by the student, enables her to complete requirements for this professional degree on a part-time basis within a two-year period. Individuals with different backgrounds in education and experience may profit from the program.

APPLICATION

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the Office of the Registrar in support of the application.

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.

2. An official report of the applicant's scores from Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability.
4. Statement of business work experience.

In addition, the applicant should schedule an interview with a faculty member in the Department of Business and Economics. To schedule an interview contact

Head,
Department of Business and
Economics
111 Harris Hall
Meredith College
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8470

GRADUATE MANAGEMENT ADMISSION TEST

The GMAT is given four times a year — January, March, June, and October. Requests for the test must be submitted to Educational Testing Services *at least* one month prior to the date of the examination. Application forms for taking the GMAT may be obtained from the Career Planning and Placement Office at Meredith College or directly from

Graduate Management
Admission Test
Educational Testing Service
CN 6103
Princeton, New Jersey
08541-6103

A student should indicate Code No. 5410 for Meredith College on item 12 of her GMAT registration form so that the College will receive a record of her test scores.

The applicant will be notified of her admission status by the head of the Department of Business and Economics.

PREREQUISITES

The following courses are prerequisites:

Economic Principles (ECO 210, 211, or equivalent) 6 hours

Accounting Principles (BUS 330, 331, or equivalent) 6 hours

Basic Statistics (MAT 245 or equivalent) 3 hours

College Algebra (MAT 110 or equivalent) 3 hours

TOTAL 18 hours

All or part of the prerequisites may be met by credit courses or may be waived by verified experience or examinations.

PROGRAM OF STUDY

A candidate for the Master of Business Administration degree must successfully complete a minimum of 36 semester hours of graduate work.

Semester Hours

Required Core Courses 33

ECO 610 - Macroeconomic Environment of the Firm	3
ECO 611 - Managerial Economics	3
BUS 630 - Accounting for Managerial Decisions	3
BUS 635 - Managerial Finance	3
BUS 640 - Management Information Systems	3
BUS 646 - Management Processes and Policy	3
BUS 648 - Organizational Theory and Behavior	3
BUS 649 - Quantitative Analysis for Management	3
BUS 654 - Legal, Regulatory, and Ethical Issues	3
BUS 660 - Marketing Strategy	3
BUS 699 - Management Seminar	3

Elective

BUS 690 - Independent Study	3
or	
BUS 695 - Special Topics in Business	

TOTAL 36

COURSE DESCRIPTIONS

ECO 610 MACROECONOMIC ENVIRONMENT OF THE FIRM

A study of national income theory and the techniques of monetary and fiscal policies to achieve full employment, price stability, economic growth, and balance of payments equilibrium. Primary focus is on the influence of these policies on the economic environment and performance of the firm. Emphasis is also placed upon the interdependence of economic systems and the role of multinational corporations. Prerequisite: Economics 210 or equivalent.

ECO 611 MANAGERIAL ECONOMICS

An analysis of the application of microeconomic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets. Prerequisite: Economics 211 or equivalent.

BUS 630 ACCOUNTING FOR MANAGERIAL DECISIONS

A case approach to analysis of relevant accounting data for management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of

costs, cost relationships, pricing, standard costing, and performance evaluation. Prerequisites: Business 330 and 331 or equivalent.

BUS 635 MANAGERIAL FINANCE

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy.

BUS 640 MANAGEMENT INFORMATION SYSTEMS

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

BUS 646 MANAGEMENT PROCESSES AND POLICY

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, simulation, and role-play



techniques are used to provide realistic interpretation of the subject matter.

BUS 648 ORGANIZATIONAL THEORY AND BEHAVIOR

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership by decision makers on individuals and groups. Topics considered are organization, design, conflict resolution, attitude change, and concept of power. This is accomplished by extensive use of case studies, theoretical models, and role play.

BUS 649 QUANTITATIVE ANALYSIS FOR MANAGEMENT

The development of a framework for making decisions concerning production, resource allocation, and pricing policy for the firm under the conditions of certainty and uncertainty. Attention is given to structuring and solving problems by linear programming, simulation, and decision analysis. Prerequisites: Mathematics 110 and 245 or equivalent.

BUS 654 LEGAL, REGULATORY, AND ETHICAL ISSUES

An evaluation of the legal, political, and regulatory systems as they affect business. Consideration is given to a study of legal structure,

federal and state regulations, and ethical responsibility of business.

BUS 660 MARKETING STRATEGY

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development planning, and integration with corporate strategy.

BUS 690 INDEPENDENT STUDY

A problem selected by the student and developed with the guidance and direction of a faculty member. Activities include research (primary or library), reading, and conferences with the faculty member. Topics must be approved by the faculty member and by the head of the department.

BUS 695 SPECIAL TOPICS IN BUSINESS

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, or economics. The course content is selected by the instructor to fit the needs of current students. The disciplines of management, finance, marketing,

accounting and economics will be the focus during different semesters.

BUS 699 MANAGEMENT SEMINAR

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial, and economic factors.

LOCATION OF CLASSES

Graduate classes for the Master of Business Administration are held in the Shearon Harris Building for Business Administration. This building is adjacent to the Carlyle Campbell Library. There is ample parking near the building.

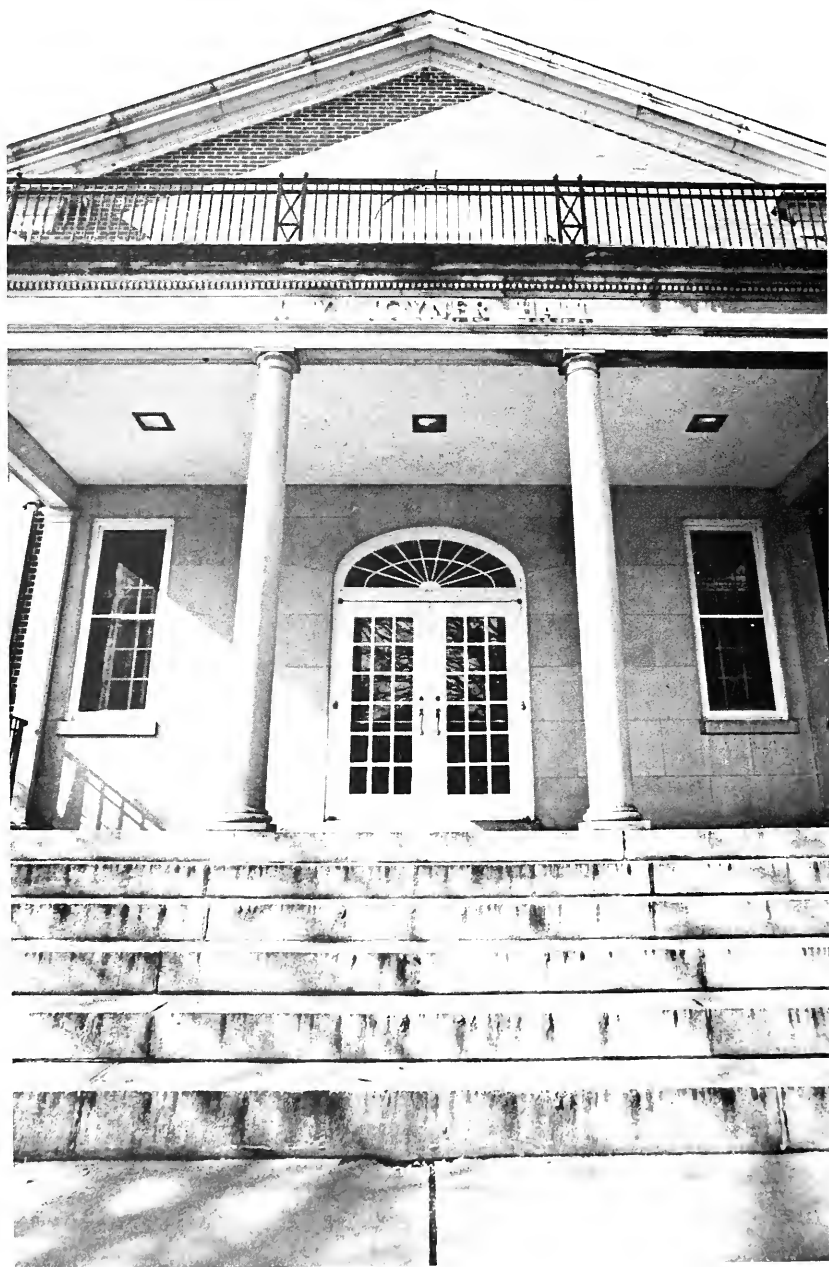
PROGRAM CHANGES

As changes are made in the Master of Business Administration program, adequate notice will be given to enrolled students.

Course Schedule

Master of Business Administration

Semester	First Class	Course	Day(s)	Time	Break	Last Class	Exam
Spring 1985	January 10	BUS 648	T, Th	17:30-18:50	March 5-7	April 30	May 1
		BUS 660	T, Th	17:30-18:50			
		BUS 630	T, Th	19:00-20:20			
		BUS 654	T, Th	19:00-20:20			
Summer 1985	May 9	BUS 640	T, Th	17:30-20:20	July 4	June 20	June 20
		BUS 690	T, Th	17:30-20:20		June 20	June 20
		BUS 695	T, Th	17:30-20:20		June 20	June 20
	June 25	BUS 635	T, Th	17:30-20:20		August 5	August 5
		BUS 699	T, Th	17:30-20:20		August 5	August 5
Fall 1985 (Proposed)	August 22	BUS 646	T, Th	19:00-20:20	October 15 November 28	December 5	Dec. 10
		BUS 649	T, Th	19:20-20:20			
		ECO 610	T, Th	17:30-18:50			
		ECO 611	T, Th	17:30-18:50			
Spring 1986 (Proposed)	January 9	See Schedule for Spring 1985			March 4-6	April 29	May 1
Summer 1986 (Proposed)	May 8	See Schedule for Summer 1985				June 19	June 19
	June 24	See Schedule for Summer 1985			July 4	August 8	August 8



Master of Education

The overall objective of the Master of Education degree program is to provide curricula for the continuing professional development of the elementary school educator who has a baccalaureate degree and who has a North Carolina Class A teaching certificate in early childhood education (K-4) or in intermediate education (4-6).

The student load is structured in each program to encourage extensive reading, independent thinking, and appropriate research. A period of full-time study in the summer is provided. Classes are scheduled in fall and spring semesters and in the summer sessions so the full-time teacher can continue both her professional service and her professional career development through graduate study.

Specific objectives of the program are to

- broaden the teacher's understanding of the purpose and role of education in the elementary grades;
- extend the teacher's understanding of the nature of the learner and learning process;

- assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects;

- extend and deepen the teacher's ability to work effectively with the content areas of the school curriculum;

- provide for concentrated study in one or more of the instructional areas of the school curriculum.

A student selected for graduate study of elementary education has the intellectual and professional qualifications and the necessary competence and experience for assuring scholarship in depth at the master's degree level. In addition, the program requires dedication and a commitment on the part of the student to a rigorous schedule of work and study designed to produce superior scholars who are recognized with the Master of Education Degree.

A degree candidate can complete the program in four part-time semesters and one full-time summer semester.

APPLICATION

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the Office of the Registrar in support of the application.

1. An official baccalaureate degree transcript from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. A copy of the applicant's North Carolina Class A teaching certificate in early childhood (K-4) or intermediate education (4-6) or a copy of an equivalent teaching certificate from another state, or other evidence establishing the applicant's eligibility for a North Carolina Class A teaching certificate in the above areas.
3. An official report of the applicant's score on the Miller Analogies Test (MAT).

4. A letter from each of two professional educators in elementary education recommending that the applicant be admitted to graduate study in elementary education at Meredith College.

Prospective applicants who wish to discuss the application process or the graduate study program may make an appointment for an interview by calling or writing:

Head,
Department of Education
Joyner Hall
Meredith College
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8315

MILLER ANALOGIES TEST

The applicant is required to take the Miller Analogies Test prior to her regular admission.

The Miller Analogies Test is regularly administered by

- (1) The Psychology Clinic at North Carolina State University.
For information,
Telephone (919) 737-2251

between 8:00 a.m. and 1:00 p.m., Monday through Thursday.

- (2) The Testing Center at the University of North Carolina at Chapel Hill.

For information,
Telephone (919) 962-2191
between 8:00 a.m. and
12:00 noon or between
1:30 p.m. and 5:00 p.m.,
Monday through Friday.

Applicants will be notified of their admission status by the Head of the Education Department.

CERTIFICATE RENEWAL

A student who has a baccalaureate degree from a regionally accredited college or university and who has a North Carolina public school certificate may enroll in graduate studies without applying for admission and use the graduate credit earned to renew the North Carolina public school certificate.

A student who submits official transcripts and is admitted to the Master of Education program later may apply up to 12

semester hours of the credit earned as a post-baccalaureate studies student to meet the requirements for the Master of Education degree. (See page 16).

CERTIFICATION

The student who completes the Master of Education program with an emphasis in early childhood education and the broad curriculum module or the reading module will be recommended for a North Carolina Class G teaching certificate in early childhood education.

The student who completes the Master of Education program with an emphasis in intermediate education and the broad curriculum module, or the mathematics education module, or the reading module will be recommended for a North Carolina Class G teaching certificate in intermediate education.

PREREQUISITES

Early Childhood Education.

A student who selects this elementary education program emphasis must have, or be eligible for, a North Carolina Class

Please see addenda and corrections for the Master of Education Program inside back cover.

A teaching certificate in early childhood education (K-4) or have an equivalent certificate from another state.

Intermediate Education.

A student who selects this program emphasis must have, or be eligible for, a North Carolina Class A teaching certificate in intermediate education (4-6) or have an equivalent certificate from another state.

Reading Module.

A student who selects the reading module must have, or be eligible for, a North Carolina Class A teaching certificate in early childhood education (K-4) or in intermediate education (4-6), or have an equivalent certificate from another state, and have credit, or comparable credit, for Education 344, Communication Skills in the Elementary School and Education 455, Literature in the Elementary School.

PROGRAM OF STUDY

A candidate for the Master of Education in elementary education must successfully complete a minimum of 33 semester hours of graduate work.

The program of study has three components: (1) a core of five required, three-semester-hour courses; (2) a content module of a minimum of four, three semester-hour courses; and (3) individual study options of two, three-semester-hour independent studies or one, six-semester-hour thesis.

	Semester Hours
<i>Required Core Courses</i>	15
EDU 600 - Curriculum Development	3
EDU 610 - Advanced Educational Psychology	3
EDU 620 - Philosophy of Education	3
EDU 630 - Educational Research	3
EDU 670 - Reading; Past, Present, Future	3

Modules 12

Broad Curriculum Module

EDU 671 - Reading Across the Curriculum	3
HIS 520 - History of North Carolina	3

MAT/EDU 510 - Topics in Mathematics for the Elementary School Teacher	3
SCI 600 - Development of the Universe and Scientific Discovery on Planet Earth	3

Mathematics Module

MAT/EDU 510 - Topics in Mathematics for the Elementary School Teacher	3
MAT/EDU 511 - Topics in Geometry for the Elementary School Teacher	3
MAT/EDU 512 - Algebra and Analytic Geometry for the Elementary School Teacher	3
MAT/EDU 610 - Directed Study in Mathematics for Elementary School Teachers	3
MAT/EDU 611 - Directed Study in Computer Science for Elementary School Teachers	3

Reading Module

EDU 671 - Reading Across the Curriculum	
EDU 672 - Assessment of Reading Competencies	3
EDU 673 - Diagnostic/Prescriptive Reading Instruction	3
EDU 674 - Clinical Application of the Reading Process	3

Individual Study Options

A. Independent Study	
640 - Independent Study	3
640 - Independent Study	3
B.650 - Thesis	6

Total of Required Core, Module, and Individual Study	33
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COURSE DESCRIPTIONS

Required Core Courses

EDU 600 CURRICULUM DEVELOPMENT

A study of the principles, techniques, trends, and innovations in curriculum construction and revision. The historical background, techniques of curriculum development, and the implications of social, philosophical, and psychological factors in curriculum planning and organization will be investigated. An emphasis will be placed on the use of techniques and practices to improve instruction through curriculum development.

EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom and for curriculum development. Emphasis will be placed on recent developments in learning theory, individual differences, and the assessment and control of behavior. Prerequisites: Educational Psychology and Developmental Psychology

EDU 620 PHILOSOPHY OF EDUCATION

A study of the development of philosophical thought and practice and its concomitant influence on the development of education in the western world from ancient to modern times. The course includes an analysis and interpretation of the major philosophical influences in American education today.

EDU 630 EDUCATIONAL RESEARCH

Required of all candidates for the Master of Education Degree. Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

EDU 670 READING: PAST, PRESENT, FUTURE

An in-depth study of the methods, materials, and basic research in developmental reading. Emphasis is on applying appropriate research and modern technology while critically evaluating issues, trends, and research in the field of reading. Students are required to plan, initiate, and evaluate action

research in reading within the school setting. Students acquire skills necessary to: assist the school in assessing, planning, implementing, and evaluating in-school reading programs; assist the school in interpreting the school reading program to parents and to the public.

**Broad Curriculum Module
EDU 671 READING ACROSS THE CURRICULUM**

An in-depth study of the reading process as it relates to the different areas in the curriculum. Emphasis will be on developing, evaluating, selecting, and adapting instructional media to meet the needs of content area student. Applications of study aids, SQ3R and DRTA, and available technology will be made.

HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

MAT/EDU 510 TOPICS IN MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER

An examination of topics related to the elementary mathematics curriculum from a problem solving

perspective. May be repeated with instructor's permission.

SCI 600 DEVELOPMENT OF THE UNIVERSE AND SCIENTIFIC DISCOVERY ON THE PLANET EARTH

An interdisciplinary study covering the important mathematical, physical, chemical, and biological concepts of the universe. Scientific discoveries are presented and discussed in chronological order with the most emphasis on those discoveries of the last five years. Laboratory experiences are provided to meet the needs of the student in Early Childhood Education (K-4) or Intermediate Education (4-6).

Mathematics Module

MAT/EDU 510 TOPICS IN MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER

See course description under Broad Curriculum Module, page 36.

MAT/EDU 511 TOPICS IN GEOMETRY FOR THE ELEMENTARY SCHOOL TEACHER

An examination of topics in geometry related to the early childhood and intermediate mathematics curriculum.

MAT/EDU 512 ALGEBRA AND ANALYTIC GEOMETRY FOR THE ELEMENTARY SCHOOL TEACHER

Topics from elementary algebra including applications of algebra both outside of mathematics and in the context of analytic geometry. Prerequisite: strong background in high school algebra.

MAT/EDU 610 DIRECTED STUDY IN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

MAT/EDU 611 DIRECTED STUDY IN COMPUTER SCIENCE FOR ELEMENTARY SCHOOL TEACHERS

Individualized study in computer science. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

Reading Module

EDU 671 READING ACROSS THE CURRICULUM

See course description under
Broad Curriculum Module, page 36.

EDU 672 ASSESSMENT OF READING COMPETENCIES

An in-depth study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic and corrective techniques. Emphasis is on identifying patterns of behavior which may indicate physical, social, emotional, or intellectual impairments that affect the student's progress in reading. Students are required to assess reading strengths and weaknesses of students in a clinical situation and compile and report the information obtained. Students select, administer, and interpret norm- and criterion-referenced reading and achievement tests.

EDU 673 DIAGNOSTIC/PRES- SCRIPTIVE READING INSTRUCTION

An in-depth study of the various ways of meeting the needs of individuals and groups by prescribing reading instruction based upon diagnosis of strengths and weaknesses and knowledge of methods and materials. Emphasis is given to developing study guides, modifying test material, locating supplemen-

tary materials, organizing and supervising reading programs. Students are required to use diagnostic information with participants in a clinical situation.

EDU 674 CLINICAL APPLICA- TIONS OF THE READING PROCESS

In-depth, advanced tutoring experiences which interrelate reading, other areas of the language arts, and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading programs for students, formal and informal continuous diagnosis, the selection and use of a variety of materials, record-keeping, instructional procedures, and reporting of diagnostic procedures and the progress of students. Students are required to tutor in a clinical situation which will include developmental, corrective, functional, and recreational reading, as well as the use of available technology.

LOCATION OF CLASSES

Graduate classes for the Master of Education program are held in Joyner Building, adjacent to the Carlyle Campbell Library. There is ample parking near the building.

PROGRAM CHANGES

The North Carolina State Board of Education has developed new "Standards for the Approval of Teacher Education Institutions and Programs in North Carolina" and new "Competencies and Guidelines for Approved Teacher Education Programs." Meredith College, along with all other institutions with teacher education programs, will be studying the new

regulations to determine their implications for teacher education programs at Meredith.

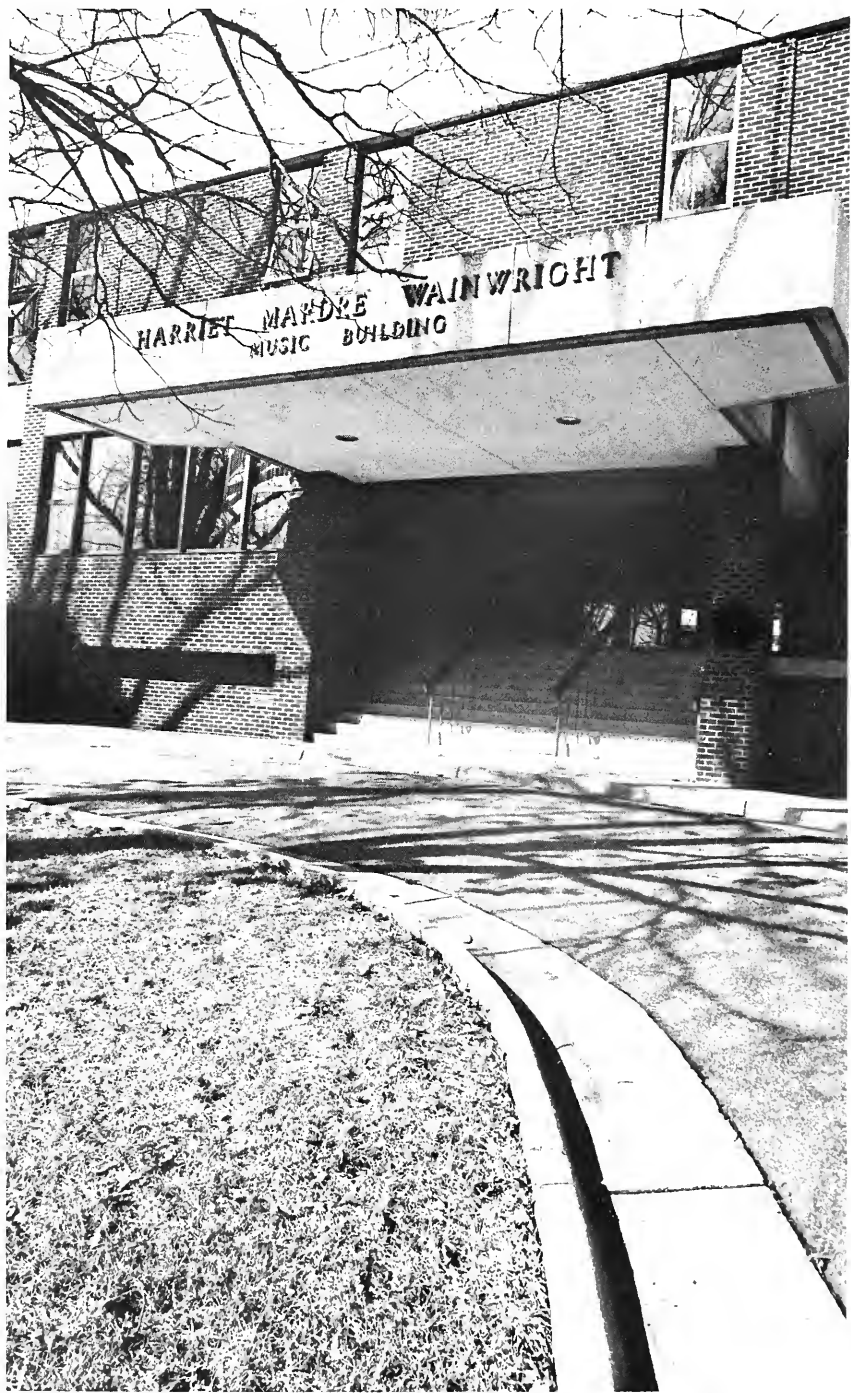
The Master of Education program in elementary education at Meredith College is approved through June 30, 1985. Should there be any change in the program for the period beyond June 30, 1985, students enrolled in the program will be given adequate advanced notice.





Course Schedule Master of Education

Semester	First Class	Course	Day(s)	Time	Break	Last Class	Exam
Spring 1985	January 9	EDU 600	W	17:00-19:50	March 6	April 31	May 1
	January 8	EDU 671	T	17:00-19:50	March 5	April 30	May 6
	January 14	SCI 600	M	17:00-19:50	March 4	April 29	May 7
		EDU 640	TBA				
Summer 1985	June 10	EDU 670	M-F	8:30-11:20		June 28	June 28
	June 24	EDU 672 EDU 673 EDU 674	M-F M-F M-F	8:30-11:20 and 12:30-15:20	July 4	July 26	July 26
	July 1	MAT/EDU 510 EDU 640 EDU 650	M-F TBA TBA	8:30-11:20	July 4	July 20	July 20
Fall 1985 (Proposed)	August 22	EDU 630 EDU 640 EDU 650 EDU 670		Evenings and times to be announced later.			
Spring 1986 (Proposed)		EDU 610 EDU 640 EDU 650 EDU 671		Evenings and times to be announced later.			
Summer 1986		See Summer 1985 (Will begin after public schools close)					



Master of Music in Performance and Pedagogy

The Master of Music in Performance and Pedagogy is an advanced degree for the studio teacher and performer. Its intensely practical focus is on excellent teaching, developed through fine performing and a solid understanding of music literature, theory, and research. The graduate student gains teaching experience through the Meredith College School of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many supporting courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to

- perform advanced literature well, in a variety of situations;
- continue growth in all music-related areas through research skills;

- develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages;

- develop and use an advanced knowledge of music literature, history, theory, and pedagogy.

The Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters.

APPLICATION

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the Office of the Registrar in support of the application.

1. An official baccalaureate degree transcript from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. Two letters of recommendation from present or former teachers (if possi-

ble). If former teachers are not available, colleagues familiar with musical skills are appropriate. Please ask the person to write directly to Meredith College (there is not a form required for this).

3. An official report of scores on both the general and music sections of the Graduate Records Examination (see below)

In addition, the Department of Music and the Performing Arts requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals
2. Audition and interview (see below)
3. Placement tests in theory and history (often administered after the student has begun the program).

The audition and interview are essential parts of the application procedure.

Audition:

The student performs about twenty minutes from music of at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalogue.

The student sight-reads some representative scores, of easy to moderate difficulty; talks with the faculty to determine her background and experience and to give her and members of the faculty the opportunity to begin to know one another.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact

Head,
Department of Music and
Performing Arts
Wainwright Music Building
Meredith College
Raleigh, North Carolina
27607-5298

Telephone: (919) 829-8536

GRADUATE RECORD EXAMINATIONS

Before the applicant receives regular admission, scores must be on file for both the General and Music tests of the Graduate Records Examination (GRE). The General test is given five times a year; the Music test is given four of those times. Information on test dates and centers is available from the office of Career Planning and Placement at Meredith College or directly from

Graduate Records
Examination
Educational Testing Service
CN 6000
Princeton, New Jersey
08541-6000

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form, in order for the college to receive a record of her test scores.

An applicant will be notified by the department head of the status of her acceptance.

PREREQUISITES

As early as possible in the degree program (preferably before formal admission), the student takes departmental tests in theory and history of music to determine competency. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, achieving a minimum grade of B. In some cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum 75 percent score.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to her advancement until she achieves satisfactory performance of this level music for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

PROGRAM OF STUDY

A student for the Master of Music in Performance and Pedagogy will successfully complete a minimum of 32 hours of graduate work.

	Semester Hours
<i>Required Core Courses</i>	32
MUA 500, 600 - Principal applied study at graduate level	10
MUS 620 - Readings in Pedagogy	2
MUS 621 - Practicum in Pedagogy	2
MUS 622 - Selected Topics in Pedagogy	2
MUS 594 - Seminars in Music Literature (two seminars)	4
MUS 514 - Literature of the Principal Applied	2
MUS 595 - Seminars in Theory (two seminars)	4
MUS 610 - Basic Research in Music	3
MUS 696 - Graduate Paper	1
MUS 612 - Lecture-Recital	1
MUS 690 - Graduate Recital	1

Foreign language proficiency for voice majors: students whose principal applied is voice will be required to demonstrate proficiency at the intermediate level in French, German, and Italian.

Upon completion of all other requirements, students must pass a comprehensive written and oral examination.

COURSE DESCRIPTIONS**Applied Music*****MUA 500, 600 PRINCIPAL APPLIED STUDY**

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For 2 to 3 hours' credit per semester, the student receives the equivalent of a sixty-minute lesson (or two thirty-minute lessons) per week. She practices a minimum of 5 hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations conducted at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least one semester (a minimum of 2 hours' credit at 600 level).

Pedagogy**MUS 620 READINGS IN PEDAGOGY**

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists

*Additional charges (\$60 per semester for one thirty minute lesson per week; \$105 per semester for one sixty-minute lesson per week)

will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development.

MUS 621 PRACTICUM IN PEDAGOGY

Supervised teaching of at least three students, varying in ability, experience, and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

MUS 622 SELECTED TOPICS IN PEDAGOGY

Guided study of appropriate topics. For example: pianists will focus on group teachings techniques; singers, on diction, accompanying, ensemble problems, organists, on basic organ pedagogy.

Music Literature

MUS 594 SEMINAR IN MUSIC LITERATURE

Research in topics in music literature, history, or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

MUS 514 LITERATURE OF THE PRINCIPAL APPLIED

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

Theory

MUS 594 SEMINAR IN THEORY

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required on two occasions for the Master of Music candidate.

Research

MUS 610 BASIC RESEARCH IN MUSIC

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises. Normally, two papers with bibliography will be written.

MUS 696 GRADUATE PAPER

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by her assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610.

Recitals

MUS 612 LECTURE-RECITAL

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and her assigned faculty committee. To be presented no later than the semester following 5 hours of graduate credit in the principal applied study. Prerequisite: MUS 514.

MUS 690 GRADUATE RECITAL

A public performance, usually from memory, lasting about sixty minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last 3 hours of required study in the principal applied. Pass-fail grading.

Course Schedule
Master of Music in Performance and Pedagogy

Semester	First Class	Course	Day(s)	Time	Break	Last Class
Spring 1985	January 9	MUS 514	WF	13:00-13:50	March 4-8	April 31
		MUS 595	T, Th	15:30-16:20		
		MUS 612	TBA			
		MUS 620	TBA			
		MUS 621	TBA			
		MUS 622	TBA			
		MUS 690	TBA			
		MUS 696	TBA			

Summer 1985	June 12	MUS 610 MUS 612 MUS 620 MUS 621 MUS 622 MUS 690 MUS 696	M-F TBA TBA TBA TBA TBA TBA	8:30-11:20	July 4	July 5
<hr/>						
Fall 1985 (Proposed)	August 22	MUS 594 MUS 595 MUS 612 MUS 620 MUS 621 MUS 622 MUS 690 MUS 696	Days and Times to be announced later.		October 14-15 November 28-29	Dec. 5
<hr/>						
Spring 1986 (Proposed)	January 9	MUS 514 MUS 595 MUS 612 MUS 620 MUS 621 MUS 622 MUS 690 MUS 696	Days and Times to be announced later.		March 4-6	April 30
<hr/>						
Summer 1986 (Proposed)		MUS 610 MUS 612 MUS 620 MUS 621 MUS 622 MUS 690 MUS 696	See Schedule for Summer 1985 (MUS 610 will begin after public schools close)			



Master of Music in Music Education

The Master of Music in Music Education is an advanced degree for teachers which provides curricula for the continuing professional development of music specialists who have baccalaureate degrees and North Carolina Class A teaching certificates in music education.

Specific objectives of the program are to enable the student to

- broaden her understanding of the role of music education in society;
- develop an understanding of the physical and psychological parameters of music and their influence on music learning and perception;
- extend her ability to work effectively with the music program and its integration into the total school curriculum;
- gain greater insight and skills in the use of techniques of research, in designing music projects, and in carrying out research projects;
- develop her particular interests through concen-

trated study in choral and/or general music education.

The student in the graduate program will have demonstrated intellectual ability and professional expertise as well as a high degree of musicianship. She is expected to exhibit a deep commitment to graduate study and development in the profession.

APPLICATION

After submitting the application form for the graduate admission and the application fee, the applicant must submit the following materials to the Office of the Registrar in support of the application.

1. An official baccalaureate degree transcript from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. A copy of the applicant's North Carolina Class A teaching certificate in music or its equivalent.
3. An official report of the applicant's scores on the

Miller Analogies Test (MAT). Please see page 32 for information about administration of the MAT.

4. Two letters of recommendation from persons who are familiar with the candidate's competence in the field of music education.
5. An interview with members of the faculty, including demonstration of musicianship and ability in performance. This may be demonstrated by an audition in an instrument or voice or by an audio or video tape of an ensemble performance conducted by the candidate.

To obtain information about audition requirements or to schedule an interview contact
Head,
Department of Music and the
Performing Arts
Wainwright Music Buildig
Meredith College
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8536

Applicants will be notified of their admission status by the

head of the Department of Music and the Performing Arts.

PREREQUISITES

As early as possible in the course of the program, the student must pass placement tests in music history, in theory, ear-training, sight-singing, keyboard proficiency, and score-reading (both vocal and instrumental), with a minimum score of 75 percent on each test. Deficiencies in these areas may be made up by the student on her own, or by taking undergraduate courses available in these areas, without graduate credit.

PROGRAM OF STUDY

Students for the Master of Music in Music Education will successfully complete a minimum of 32 hours of graduate work.

<i>Required Core Courses</i>	32
Music Education	
MUS 624 - History and Philosophy of Music Education	3
MUS 625 - Selected Topics in Music Education (three two-hour courses)	6
MUS 604 - Testing Applications in Music	1

MUS 694 - Individual Project
in Music Education 2

Education

EDU 610 - Advanced
Educational Psychology 3

EDU 630 - Educational Research 2

Music Courses

MUA - Applied music 2

MUS 503 - Advanced Conducting (or
demonstrated competency in
conducting at an advanced level) 0-2

MUS 506 - Computers and Music (or
demonstrated computer literacy,
with music applications) 0-2

MUS 610 - Basic Research in Music 2
- Electives in music (may
include MUS 650 Thesis, for
6 hours) 4-8

Guided Elective

PSY 601 - Special Topics in
Education: Human Development
or

PSY 602 - Special Topics in Education:
The Exceptional Individual
or

PSY 505 - Perception
or

Additional courses in music
(other than music educa-
tion), for students with a
strong background in
psychology.

Upon completion of all other
requirements, students must
pass a final comprehensive
examination, both written and
oral, to the satisfaction of a
committee of three faculty

members determined by the
department.

COURSE DESCRIPTIONS

Music Education

MUS 624 HISTORY AND PHI- LOSOPHY OF MUSIC EDUCATION

A study of music education with
reference to its historical develop-
ment and evolution of current phi-
losophies, practices and problems of
teaching music in contemporary
society. Attention will be given to
the role of musical organizations in
American life.

MUS 625 SELECTED TOPICS IN MUSIC EDUCATION

Studies of various pedagogical
topics in music education. Field
work will feature implementation of
projects in school classroom set-
tings. Topics will include the follow-
ing, among others:

Music for the Exceptional Child

Music for the Gifted Child

Advanced Choral Methods

Advanced Elementary Methods

The course may be repeated for
credit on multiple occasions (pro-
vided the topic is different from
that of a previous occasion).

MUS 604 TESTING APPLICA- TIONS IN MUSIC

Application of principles of test-
ing within the field of music. Tests

will be designed by graduate students and administered to public school students.

MUS 694 INDIVIDUAL PROJECT IN MUSIC EDUCATION

A culminating project designed in advance by the student and her adviser. Occurring toward the end of the program, the project will give the student an opportunity to incorporate knowledge into a cumulative experience. Means of evaluation will include a written paper and a videotape prepared by the student. Field experience in the classroom is a required component.

Education

EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom and for curriculum development. Emphasis will be placed on recent developments in learning theory, individual differences, and the assessment and control of behavior.

EDU 630 EDUCATION RESEARCH

Required of all candidates for the Master of Music in Education Degree. Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

Music Courses **MUA APPLIED MUSIC**

Studio instruction in an instrument or voice, at the level appropriate to the student's proficiency. For 1 hour of credit per semester, the student receives one thirty-minute lesson per week; for 2 to 3 hours' credit, she receives two thirty-minute lessons per week. She practices a minimum of 5 hours per week for each hour of credit. Determination of level is confirmed at jury examinations conducted at the end of each semester.

MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Stu-

dents will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS 506 COMPUTERS AND MUSIC

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

MUS 610 BASIC RESEARCH IN MUSIC

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music.

Assignments introduce specific problems and resources; research papers are written on various topics as exercises. Normally, two papers with bibliography will be written.

Guided Elective

PSY 601 SPECIAL TOPICS IN EDUCATION: HUMAN DEVELOPMENT

A study of characteristics and changes throughout the life span, from conception to death. At each stage major topics covered are physical and motor change, cognitive development, emotional and per-

sonality growth, and social development. Prerequisite: Either General Psychology or Educational Psychology

or

PSY 602 SPECIAL TOPICS IN EDUCATION: THE EXCEPTIONAL INDIVIDUAL

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities.

or

PSY 505 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

or

Additional courses in music (other than music education), for students with strong background in psychology.

PROGRAM CHANGES

As changes are made in the Master of Music program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

LOCATION OF CLASSES

Graduate instruction for the Masters of Music program takes place in the Wainwright Music building. There is ample parking near the building.

**Course Schedule
Master of Music in Music Education**

Semester	First Class	Course	Day(s)	Time	Break	Last Class
Spring 1985	January 9	MUS 595	T, Th	15:30-16:20	March 4-8	April 31
		MUS 625	M	17:00-18:50		
		MUS 505	T, Th	14:00-15:50		
		MUS 601	MWF	11:00-11:50		
		MUS 602	T, Th	12:30-13:50		

Summer 1985	June 12	MUS 610	M-F	8:30-11:20	July 5
	July 8	MUS 624	M-F		August 2
		MUS 625	TBA		
	May 20	PSY 601	M-F	8:30-11:20	June 7
Fall 1985 (Proposed)	May 20	PSY 602	M-F	8:30-11:20	June 7
	August 22	MUS 506			October 14-15
		MUS 594			Dec. 5
Spring 1986 (Proposed)		MUS 604			November 28-29
		PSY 601		Days and Times to be announced later.	
		PSY 602			
		EDU 630			
Summer 1986 (Proposed)	January 9	EDU 610			March 3-7
		MUS 506			April 30
		MUS 595		Days and Times to be announced later.	
		MUS 625			
Fall 1986 (Proposed)		PSY 505			
		PSY 601			
		PSY 602			
Summer 1986 (Proposed)	May 19	PSY 602			June 6
	June 9	MUS 610		Days and Times to be announced later.	June 27
		MUS 624			

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Page - 32 Program of Study

Paragraph 2:

The program of study has four components: (1) a core of five required, three-semester-hour courses; (2) required individual study of one, three-semester-hour independent study or one, six-semester-hour thesis; (3) a concentration of a minimum of four, three-semester-hour courses, plus one three-semester-hour course from outside the department unless already included in the concentration; and (4) culminating examinations.

Page - 33Reading Module

EDU 671 - Reading Across the Curriculum	3	(Requires a three-semester-hour elective or individual study from outside the Department of Education.)
EDU 672 - Assessment of Reading competencies	3	
EDU 673 - Diagnostic/Prescriptive Reading Instruction	3	
EDU 674 - Clinical Application of the Reading Process	3	

Individual Study Options (select one)

EDU 640 - Independent Study	3
EDU 650 - Thesis	6

Culminating Examinations

Upon the completion of all course work and research, the student will sit for a comprehensive written examination on all course work taken by her.

The student who elects Education 640 as her research will sit for an oral examination on all her course work including her Independent Studies.

The student who elects Education 650 as her research will defend her thesis before the thesis committee.

Page - 34EDU 640 INDEPENDENT STUDY

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences with the faculty research director. May be taken on more than one occasion.

EDU 650 THESIS

The student will research, write and defend orally the results of an in-depth examination of a departmentally approved topic.

Page - 35SCI 600 DEVELOPMENT OF THE UNIVERSE AND SCIENTIFIC DISCOVERY ON THE PLANET EARTH

Prerequisite: One college level laboratory science course.



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RALEIGH, NORTH CAROLINA

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MEREDITH COLLEGE



Catalogue of Graduate Studies

M E R E D I T H C O L L E G E

1987-89

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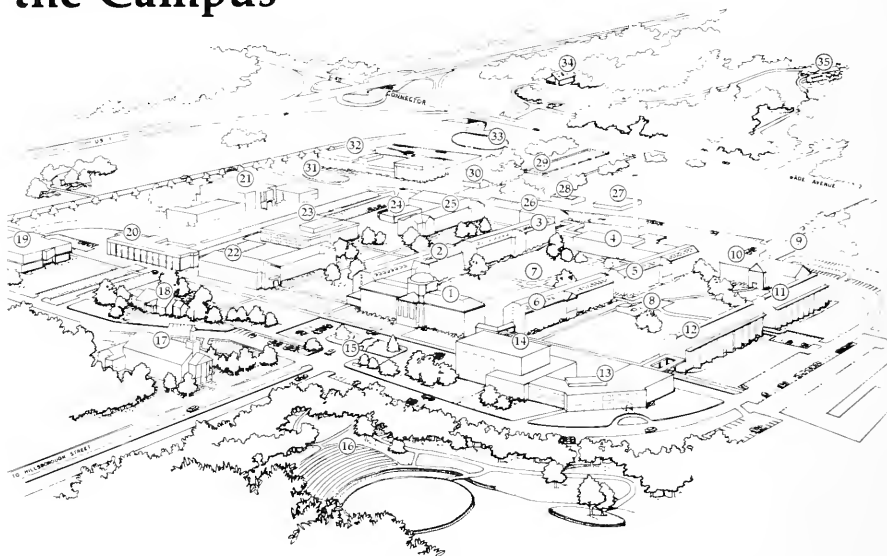
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Map of the Campus



1. Johnson Hall (administration), 2. Vann Residence Hall, 3. Stringfield Residence Hall, 4. Belk Dining Hall, 5. Faircloth Residence Hall, 6. Brewer Residence Hall, 7. Heck Memorial Fountain, 8. Old Bee Hive, 9. Maintenance Shop, 10. Poteat Residence Hall, 11. Barefoot Residence Hall, 12. Heilman Residence Hall, 13. Harriet Mardre Wainwright Music Building, 14. Jones Auditorium, 15. Shaw Fountain, 16. Elva Bryan McIver Amphitheater, 17. Christina and Seby Jones Chapel, 18. Mae Grimmer Alumnae House, 19. Cate Center, 20. Harris Business Building (business, economics, mathematics), 21. Gaddy-Hamrick Art Center, 22. Joyner Hall (liberal arts), 23. Carlyle Campbell Library, 24. Mary Yarbrough Research Center, 25. Hunter Hall (science, home economics), 26. Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), 27. Carroll Annex (residence hall) 28. Continuing Education, 29. Tennis Courts, 30. Ellen Brewer Home Management House, 31. Golf Putting Green, 32. Weatherspoon Physical Education-Dance Building, 33. Zeno Martin Arena, 34. Stables, 35. Massey House (president's residence).

President's Message

In the fourth year of a program of graduate studies in business administration, education, and music, Meredith is consistent in her mission and history of "providing outstanding educational opportunities to women."

With respect both to enrollment and academic possibilities, the program is gratifying. Since the last catalogue was printed, Meredith's program of graduate studies has been accredited by the Southern Association of Colleges and Schools, and a dean has been appointed. As the program gains strength and vitality, it will likely attract other departments to the opportunity of offering graduate work to women in the Research Triangle Park area of North Carolina, where Meredith's reputation as a service institution is so well known.

Today we are not so far removed in time from the dreams



and aspirations of Meredith's founders and our predecessors that we cannot recapture their intentions and purposes for the College. We believe that the re-establishment of graduate programs is exactly the thrust her founders had in mind. (Meredith offered the master's degree from 1902-11.) Attempting to fulfill the dreams of our founders is a task worthy of our best efforts.

As we approach the centennial anniversary of our ninety-six-year-old college, we take our service to the women of North Carolina as seriously as we ever have, and we undertake it as wisely as we know how.



General Information

STATEMENT OF PURPOSE

Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee for a women's college and was a member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, it offered the master's degree from 1899 to 1915. In 1909 it was given the name Meredith College in honor of that leader whose persistence helped make

it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, chapel, and other physical facilities that in design and function reflect the best of the founders' ideas.

Since the fall of 1983, the College has offered master's degrees in Business Administration, Elementary Education, and Music.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the Council on Social Work Education. The College is a member of the American Association of Colleges, the North Carolina Association of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women. The Southern Association of Colleges and Schools extended level III status to Meredith in 1985, accrediting the graduate programs.

A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith

graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

Meredith's graduate programs represent an extension of its mission as an undergraduate Christian college for women. These programs provide curricula and instruction for the continuing professional development of women in the fields of business, education, and music.

STUDENT LIFE

Graduate students at Meredith are an important dimension in campus life. Lectures, concerts, worship services, convocations, and special events are open to all graduate students. In challenging intellectual growth, providing cultural events, and serving the convenience of its students, the aim of Meredith is to offer a fully-developed student life program.

Cate Center, a modern facility which serves as the college

center, houses a specially designated graduate student study and meeting area. Located in the Fireside Lounge, this area offers graduate students the convenience of a telephone as well as a bulletin board for announcements and information. Also in Cate Center is Le Greenhouse Cafe, where students can purchase traditional "fast-foods," healthful meals, and snacks. The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials. The Career Services offices provide testing and career counseling, placement files, interview rooms, career resource/reading rooms, and a career newsletter.

Belk Dining Hall, the college cafeteria, is available to graduate students and serves three meals a day: breakfast 7:15 - 8:15 a.m.; lunch 11:00 - 1:15 p.m.; dinner 4:30 - 6:15 p.m.

Carroll Infirmary serves as a resource center for information on health and offers the services

of a registered nurse 24 hours a day in the case of emergencies.

Recreational facilities available include the indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and special seasonal programs of worship. The campus minister and his staff are available to students for counseling.

It is the hope of the College that our graduate students will avail themselves fully of the many fine facilities and opportunities for enrichment offered by our student life program. These facilities have been made available to graduate students even though the College does not provide housing for graduate students.

STUDENT IDENTIFICATION

Students who use campus facilities or park on campus are required to have I.D. cards, application for which may be made at the time of enrollment.

10 / GENERAL INFORMATION

Student Life

Faculty

Campus security may check student identification when deemed necessary.

LIBRARY

Carlyle Campbell Library has a collection of 120,912 catalogued volumes and 650 current periodicals. A computerized bibliographic retrieval system provides direct assistance for graduate research. The Library is open Monday - Thursday 7:45 a.m. - 11:00 p.m.; Friday 7:45 a.m. - 9:00 p.m.; Saturday 9:00 a.m. - 5:00 p.m.; Sunday 2:00 p.m. - 11:00 p.m. The Music Library in Wainwright Music Building is open Monday-Thursday 7:45 a.m. - 10:00 p.m.; Friday 7:45 a.m. - 6:00 p.m.; Saturday 12:00 noon - 4:00 p.m.; Sunday 3:00 p.m. - 9:00 p.m.

FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions. Teaching is the primary task of the College. Faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, work on

committees, and help establish the academic policies of the College. They are also active in the Raleigh community and its churches.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational, and cultural resources directly accessible to Raleigh.

ADMINISTRATION 1987-1988

John Edgar Weems, Ed.D. (1972)
President

Craven Allen Burris, Ph.D. (1969)
Vice President and Dean

Clara Ray Bunn, Ph.D. (1969)
Dean of Graduate Studies

Donald L. Spanton, Ph.D.
(1983)

*Head, Department of Business
& Economics*

W. David Lynch, D.M.A. (1969)
Head, Department of Music

Mary S. Johnson, Ed.D. (1980)
Head, Department of Education

CURRICULUM

Meredith offers the Master of Business Administration, with

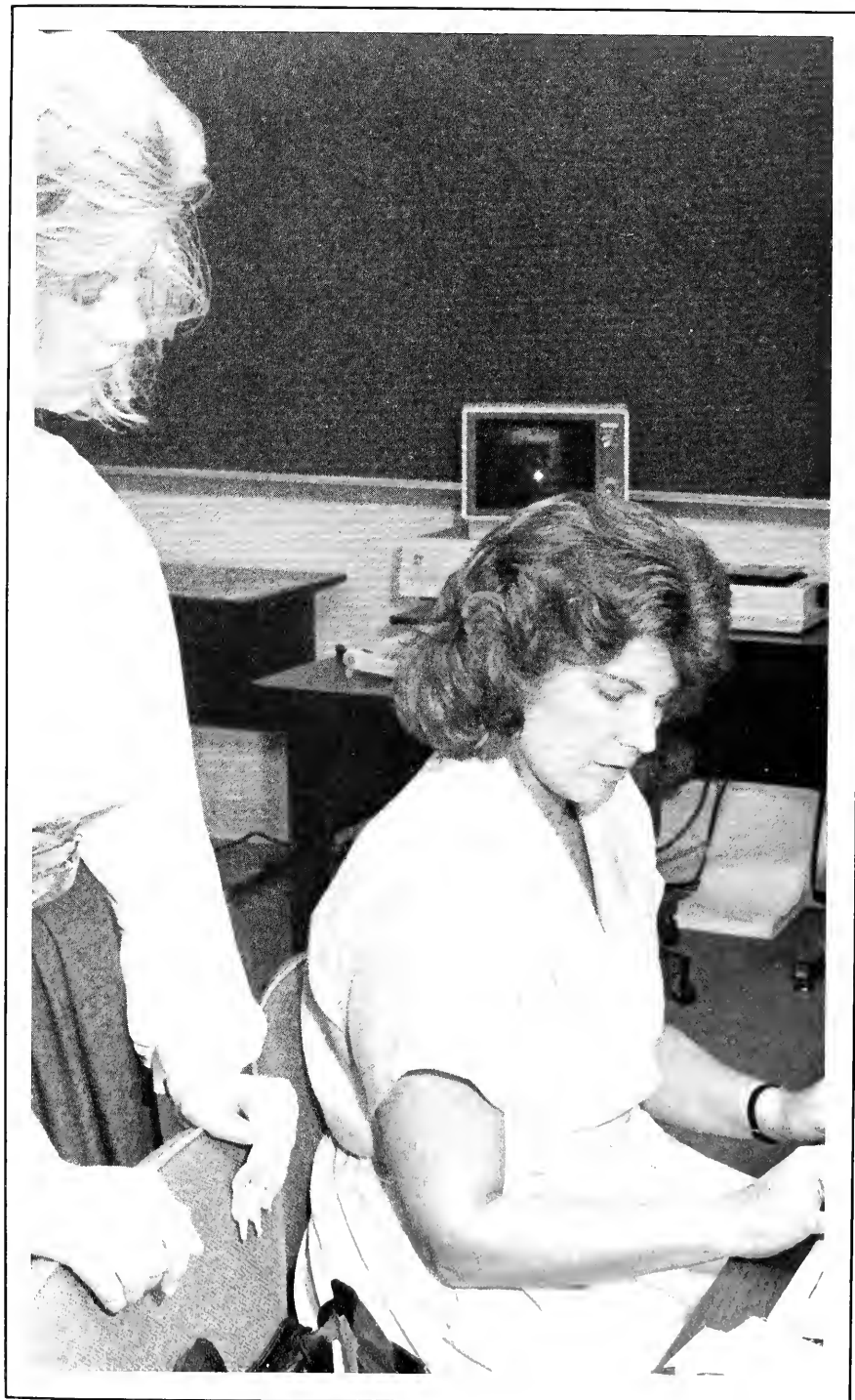
emphasis on management; Master of Education for early childhood (K-4) and intermediate (4-6) teachers; Master of Music with majors in two areas, performance and pedagogy and music education. Meredith's graduate programs offer curricula designed to introduce students to the latest technology, explore new concepts and media, and develop new techniques in research and performance. Each student must include courses which give her expertise in the area of her specific degree program, but she also has the opportunity to tailor certain parts of her program to her individual needs.

These programs allow women who are fully employed to complete a professional degree in two years of part-time study. With the career opportunities now available for women in all three areas, women graduating from Meredith will have many assets and qualities sought by employers in their field. Knowledge of recent advances in technology, research, and

instruction will provide an opportunity to bring professional skills up to date.

NON-DISCRIMINATORY POLICY

Meredith College admits women students of any age, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, athletics or other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973.



Admission, Costs, Financial Aid

ADMISSION

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of her baccalaureate level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by the departments offering graduate programs. The admissions process is administered by the departments in which the degree is offered.

Applications may be obtained by writing or calling

Office of Graduate Studies
Johnson Hall
3800 Hillsborough Street
Raleigh, North Carolina
27607-5298

Telephone: (919) 829-8423

Application materials as prescribed by each program (see MBA page 21; MED page 29; MMU page 41; MME page 49) should be submitted to the

Office of Graduate Studies at the address above. A \$20 non-refundable application fee must accompany all applications.

The graduate programs operate on a continuous admissions procedure; however, for regular admission to a program, an applicant's file must be complete by July 15 for fall admission or December 1 for spring admission. For summer admission, the deadline is April 15 for the Master of Business Administration or May 1 for the Master of Education and the Master of Music programs. Upon acceptance to a graduate program, a \$100 deposit toward tuition is required. If a student fails to enroll, the deposit is non-refundable. A student who withdraws from the program and re-applies at a later date must also make the \$100 deposit.

The graduate programs recognize the following types of admissions:

Regular Admission

An applicant fully qualified by departmental admissions criteria

is granted this type of admission. A student's regular admission status is terminated if requirements for the degree are not completed within six years, unless the department requests an extension.

Provisional Admission

The applicant who does not fully meet departmental admission criteria may be granted provisional admission. A student who is granted this type of admission because of her academic record or admission test scores may be awarded regular admission after achieving a satisfactory (S) grade on the first six hours of graduate credit earned at Meredith and meeting other conditions set by the department in which the degree is offered. A student granted provisional admission because of her academic record or admission test scores who fails to make a satisfactory (S) grade on the first two courses or who fails to meet departmental conditions will no longer be considered a degree candidate.

A student who is denied regular admission by the department may appeal this decision to the Dean of Graduate Studies.

A student who is granted provisional admission because she lacks program prerequisites may be granted regular admission status after she meets the prerequisites.

Post-Baccalaureate Study Admission

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a graduate program. Not more than 12 hours taken in this manner may be applied toward graduate degree requirements. A student classified in this category who wishes graduate credit for coursework must provide the Office of Graduate Studies with official transcripts of all undergraduate work, sent directly from the college or university.

APPLICATION STATUS

Acceptance by any of the

three types of admission described above remains effective for one calendar year. If the applicant has not enrolled by that time, she will be informed in writing that her application will be purged from the files unless a request is made within 30 days to have the application remain active.

INTERNATIONAL STUDENTS

Except in cases where English is her native language, the foreign applicant must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). These scores must not be over one year old, unless the student has been enrolled full-time in an accredited American college or university during the interim. The College does not accept personal copies of score results; they must come directly from Educational Testing Service. The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey, 08541-6155.

If an applicant holds an F-1 visa, she must list the school or college she has permission to attend. If an applicant is in the United States on a visa other than F-1, she must send a copy of the visa with the application.

Meredith College requires official college transcripts; personal copies of transcripts are not accepted. The student must request the registrar of each institution in which she has enrolled, including summer sessions, to send an official transcript to the attention of the Office of Graduate Studies.

An international student judged academically admissible will be required to give proof of financial responsibility for her education.

VISITING STUDENTS

The Registrar requires that each visiting student provide a permission letter from the school which she attends stating that she has permission to take specific courses at Meredith. The letter should outline the total credit that she has

permission to take. This information must be provided before a record of her Meredith work will be released. In addition, the student must request that the Registrar at Meredith send a copy of her transcript to her school.

COSTS

Charges for graduate courses are the same as those charged for undergraduate courses. The cost per credit hour for the year 1987-1988 is \$145. Additional charges are added for certain applied music lessons in the Master of Music degree (see page 45.)

In order to register for fall or spring semester, a student must have a receipt from the accounting office showing payment of one-half of her tuition (minus deposit if required). The accounting office will bill the student for the remainder of her tuition by midsemester. For summer courses, the tuition is due in full at the time of registration.

A student parking on campus is required to have a parking

sticker. A sticker may be purchased at the time of registration or in the campus security office between 8:00 a.m. and 4:30 p.m. Monday - Friday for a cost of \$20 for the academic year. A student who receives a parking ticket for violation may pay it by mail. Spaces on the south side of Harris Hall are available for graduate students, and other spaces are available near Wainwright Music Building adjacent to the Meredith Lake. A sticker will permit parking in any space marked "commuter."

FINANCIAL AID

The Guaranteed Student Loan Program permits a student who is recommended by the College to borrow from a bank or other financial institution. Such a loan is guaranteed by the federal government, and interest on the loan is paid by the government while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in the College at least half-time. Applications for

this loan may be obtained at the Office of Scholarships and Financial Assistance in Johnson Hall or through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N.C. 27605.

SCHOLARSHIPS AND TUITION GRANT

A Shearon Harris Scholarship Fund is available for students in the Master of Business Administration program. Information about this scholarship may be obtained from the Department of Business and Economics in Harris Hall.

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education or a Master of Music in Music Education degree program who are under contract in a secondary or elementary, public or private North Carolina School System. In order to verify this, the principal of the school must complete a form available in the Office of Graduate Studies.



Dr. Clara R. Bunn
Dean of Graduate Studies



Academic Policies

CLASS ATTENDANCE

Each student is expected to be regular in her attendance at all classes. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified in writing by each instructor at the beginning of the course.

DEGREE REQUIREMENTS

The following will apply to all students who receive the master's degree from Meredith College: A student may not apply more than six hours of (L) Low Passing grades toward her degree. A culminating activity designed to integrate the knowledge, skills, competencies, and values addressed in each program will be expected of all degree candidates. Activities which meet this requirement are specified and administered by each department. All requirements for the degree must be completed within six calendar years unless the

department requests an extension.

A student who has completed all course work toward her degree, but has not completed the other degree requirements must be registered for one hour per semester. The course is numbered 800 in each of the programs and carries no graduate credit. Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.

TRANSFER CREDIT

Request for transfer of graduate credit from another institution will be evaluated by each department. Normally not more than six hours may be applied in this manner to a degree program at Meredith College. Requests for transfer of credit should be accompanied by an official transcript.

20 / ACADEMIC POLICIES

Retention

Additions, Withdrawals, Grading Changes, and Refunds

As of spring semester 1987,
E, S and L were replaced by
A, B and C, respectively.
No quality points or quality
point ratio are computed.

GRADING POLICY FOR GRADUATE COURSES

E - Excellent
S - Satisfactory
L - Low Passing
F - Failure
W - Withdrawal
I - Incomplete
Au - Audit

RETENTION

A student cannot graduate with more than six hours of grades at the level of Low Passing (L) applying toward her degree. When the six-hour limit of grades of L or below is exceeded, the student will be dropped from the program. She may file an appeal to the Dean of Graduate Studies regarding the decision. If she is readmitted, she must repeat all hours of L or below grades in excess of the six-hour limit to be applied toward the degree.

ADDITIONS, WITHDRAWALS GRADING CHANGES

A student may add a course during the first three class hours the course meets.

A student may change grading (audit) through the first twelve hours of instruction.

A student may withdraw with a grade of W from a course up to the point at which six hours of instruction remain. (This policy is based on a three-hour course).

In order to withdraw from a program, a student and her adviser must sign withdrawal forms and submit them to the Office of Graduate Studies.

REFUNDS

If a graduate student withdraws from courses before the end of a semester, she is responsible for the following percentage of the full semester tuition:

During the first three class hours of instruction	0%
After three class hours and up to six class hours	20%
After six class hours and up to twelve class hours	40%
After twelve class hours	100%

This schedule is based on a three credit-hour course.

Withdrawal forms must be submitted to the Registrar within the time limit stated above. Requests for refunds should be made directly to the Accounting Office by the student.

INTERRUPTED STUDY

A student who wishes to interrupt her graduate study for at least one semester should notify her department head of her intent. She may later return to the program with the same status she held at the time of her departure and under the same catalogue. This policy does not change the six-year time limit required for completion of the graduate degree.

COOPERATIVE EDUCATION

A graduate student may receive credit for cooperative education experiences with companies and agencies approved by the Office of Career Services and Cooperative Education and her academic department.

Participating students are supervised by an adviser assigned by the department. Participants may receive up to 3 hours graduate credit for each employment experience and the course may be taken on multiple occasions. Credits for the course GRD-600 will be in addition to the requirements of the program. To enroll in GRD-600, a student must have satisfactorily completed three hours of graduate credits at Meredith and must be currently enrolled for at least one graduate course at Meredith.

ACADEMIC ADVISING

After an initial meeting with the department head or program director, each graduate student will be assigned an academic adviser in her department who will assist her in planning her program of study from beginning to completion. While the majority of the courses in a program are prescribed, the student may elect certain courses tailored to her specific needs.



Master of Business Administration

The Master of Business Administration program at Meredith College is designed to provide advanced study for women who are currently in management or administrative positions or who aspire to such positions. The primary purpose of the program is to provide women with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables women to make greater contributions to their organizations, to advance in their careers, and to obtain increased job satisfaction.

Specific objectives of the program are to enable the student to:

- improve analytical, problem-solving, communication, and decision-making skills
- integrate business experience with current theories of management and to explore new business concepts in marketing, economics, and accounting
- analyze alternative solutions

to business problems involving social, legal, political, and ethical factors

- develop techniques for meeting the challenges of management innovations, changing technology, and modern computers.

The program, which demands a serious commitment by the student, enables her to complete requirements for this professional degree on a part-time basis within a two-year period including summer semesters. Individuals with different backgrounds in education and experience may profit from the program.

Classes for the program are held in the Shearon Harris Building for Business Administration. This building is adjacent to the Carlyle Campbell Library.

As changes are made in the Master of Business Administration program, adequate notice will be given to enrolled students.

ADMISSION APPLICATION PROCEDURES

After submitting the application form for graduate admission and application fee, an applicant must submit the following materials to the Office of Graduate Studies in support of the application.

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores.

In addition, the applicant should schedule an interview with a faculty member in the Department of Business and Economics. To schedule an interview contact

Department of Business and
Economics
113 Harris Hall
Meredith College
Raleigh, North Carolina
27607-5298

Telephone: (919) 829-8470 or
829-8474

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is given four times a year — January, March, June, and October.

Applications for the test must be submitted to Educational Testing Services prior to the date of the examination.

(Postmark deadlines are announced by ETS). Application forms for taking the GMAT may be obtained from the Career Services Office at Meredith College or directly from

Graduate Management
Admission Test
Educational Testing Service
CN 6103
Princeton, New Jersey
08541-6103

The applicant should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the College will receive a record of her test scores.

The GMAT must be taken no later than the second semester the student is enrolled in the program.

The applicant will be notified of her admission status by the Department of Business and Economics.

PREREQUISITES

The following courses are prerequisites:

Economic Principles (ECO 210, 211, or equivalent)	6 hours
Accounting Principles (BUS 230, 231, or equivalent)	6 hours
Basic Statistics (MAT 245 or equivalent)	3 hours
College Algebra (MAT 110 or equivalent)	3 hours
TOTAL	18 hours

A student may complete prerequisites while she is classified under provisional admission, but all prerequisites must be completed by the time the student earns 15 hours of graduate credit.

All or part of the prerequisites may be met by course credit or by examination.

PROGRAM OF STUDY

A candidate for the Master of Business Administration degree must successfully complete a minimum of 36 semester hours of graduate work.

	Semester Hours
<i>Required Courses</i>	33
ECO 610 - Macroeconomic Environment of the Firm	3
ECO 611 - Managerial Economics	3
BUS 630 - Accounting for Managerial Decisions	3
BUS 635 - Managerial Finance	3
BUS 640 - Management Information Systems	3
BUS 646 - Management Processes and Policy	3
BUS 648 - Organizational Theory and Behavior	3
BUS 649 - Quantitative Analysis for Management	3
BUS 654 - Legal, Regulatory, and Ethical Issues	3
BUS 660 - Marketing Strategy	3
BUS 699 - Management Seminar	3
<i>Elective</i>	
BUS 690 - Independent Study	3
or	
BUS 695 - Special Topics in Business	3
TOTAL	36

COURSE DESCRIPTIONS

ECO 610 MACROECONOMIC ENVIRONMENT OF THE FIRM

A study of national income theory and the techniques of monetary and fiscal policies to achieve full employment, price stability, economic growth, and balance of payments equilibrium.

Primary focus is on the influence of these policies on the economic environment and performance of the firm. Emphasis is also placed upon the interdependence of economic systems and the role of multinational corporations. Prerequisite: Economics 210 or equivalent.

ECO 611 MANAGERIAL ECONOMICS

An analysis of the application of microeconomic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets. Prerequisite: Economics 211 or equivalent.

BUS 630 ACCOUNTING FOR MANAGERIAL DECISIONS

A case approach to analysis of relevant accounting data for management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation. Prerequisites: Business 230 and 231 or equivalent.

BUS 635 MANAGERIAL FINANCE

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy.

BUS 640 MANAGEMENT INFORMATION SYSTEMS

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

BUS 646 MANAGEMENT PROCESSES AND POLICY

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation are used to provide realistic interpretation of the subject matter.

BUS 648 ORGANIZATIONAL THEORY AND BEHAVIOR

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership by decision makers on individuals and groups. Topics considered are organization, design, conflict resolution, attitude change, and concept of power. This is accomplished by extensive use of case studies, theoretical models, and role play.

Prerequisite: BUS 646

BUS 649 QUANTITATIVE ANALYSIS FOR MANAGEMENT

The development of a framework for making decisions concerning production and operations under conditions of certainty, risk, and uncertainty. Attention is given to structuring and solving problems by linear programming, simulation, and other quantitative techniques. Prerequisites: Mathematics 110 and 245 or equivalent.

BUS 654 LEGAL, REGULATORY AND ETHICAL ISSUES

An evaluation of the legal, political, and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state

regulations, and ethical responsibility of business.

BUS 660 MARKETING STRATEGY

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development planning, and integration with corporate strategy.

BUS 690 INDEPENDENT STUDY

A problem selected by the student and developed with the guidance and direction of a faculty member. Activities include research (primary or library), reading, and conferences with the faculty member. Topics must be approved by the faculty member and by the head of the department.

BUS 695 SPECIAL TOPICS IN BUSINESS

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need.

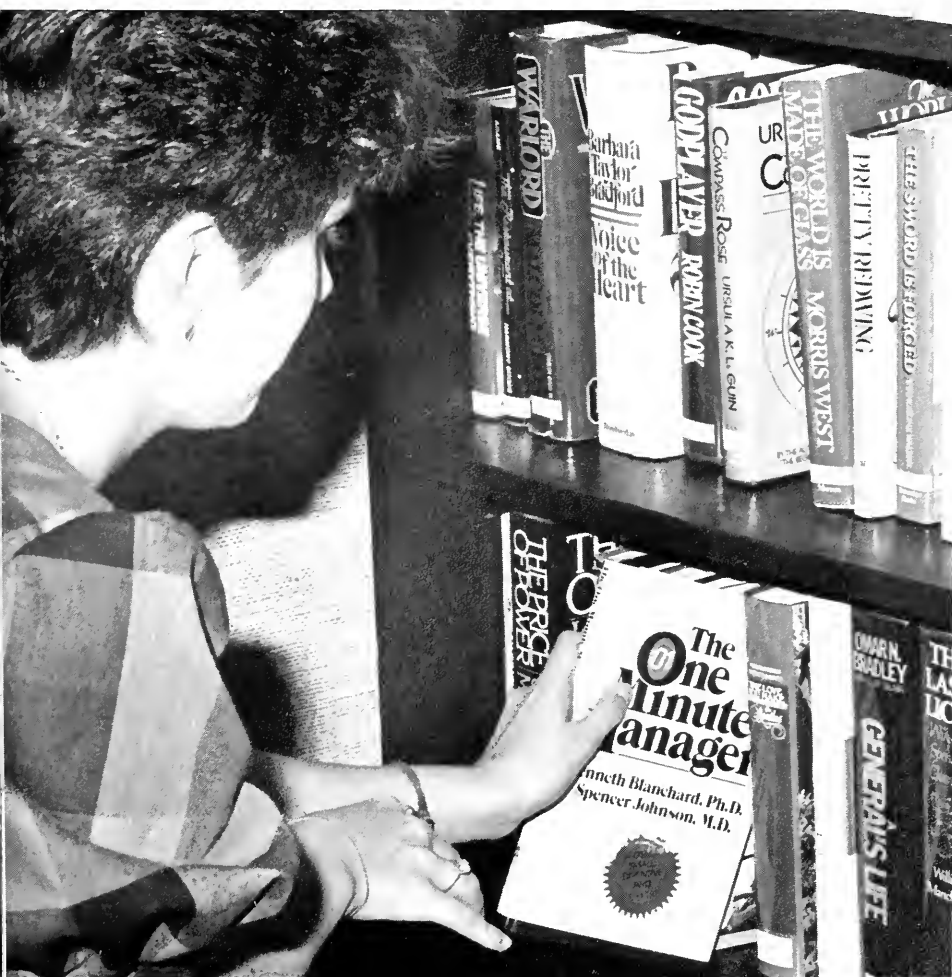
BUS 699 MANAGEMENT SEMINAR

A capstone study which examines executive-level policy and decision-making processes in setting goals,

determining objectives, and developing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial, and economic factors.

Prerequisite: Completion of 24 hours including BUS 646.







Master of Education

The overall objective of the Master of Education degree program is to provide curricula for the continuing professional development of the elementary school educator who has a baccalaureate degree and who has a North Carolina Class A teaching certificate in early childhood education (K-4) or in intermediate education (4-6).

The student load is structured in each program to encourage extensive reading, independent thinking, and appropriate research. A period of full-time study in the summer is provided. Classes are scheduled in fall and spring semesters and in the summer sessions so the full-time teacher can continue both her professional service and her professional career development through graduate study.

Specific objectives of the program are to:

- extend the teacher's understanding of the purpose and role of education in the elementary or middle grades;
- extend the teacher's understanding of the nature of

the learner and learning process;

- assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects;

- extend and deepen the teacher's ability to work effectively with the content areas of the school curriculum;

- provide for concentrated study in one or more of the instructional areas of the school curriculum.

Classes for the program are held in Joyner Building, adjacent to the Carlyle Campbell Library.

ADMISSION APPLICATION PROCEDURES

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the Office of Graduate Studies in support of the application.

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or

university plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate quality point ratio is expected to be 2.5 or better on a scale of 4.0.

2. A copy of the applicant's North Carolina Class A teaching certificate in early childhood (K-4) or intermediate education (4-6) or a copy of an equivalent teaching certificate from another state.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT).
4. A letter from two professional educators in elementary education recommending that the applicant be admitted to graduate study in elementary education at Meredith College.

Prospective applicants who wish to discuss the application

process or the graduate study program may call or make an appointment for an interview by calling or writing:

Department of Education
Joyner Hall
Meredith College
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8315

MILLER ANALOGIES TEST

The applicant is required to take the Miller Analogies Test prior to her regular admission.

The Miller Analogies Test is regularly administered by

- (1) The Psychology Clinic at North Carolina State University.
For information,
Telephone (919) 737-2251
between 8:00 a.m. and 1:00 p.m., Monday through Thursday.
- (2) The Testing Center at the University of North Carolina at Chapel Hill.
For information,
Telephone (919) 962-2191
between 8:00 a.m. and

12:00 noon or between
1:30 p.m. and 5:00 p.m.,
Monday through Friday.

The applicant will be notified
of her admission status by the
Education Department.

CERTIFICATE RENEWAL

A student who has a
baccalaureate degree from a
regionally accredited college or
university and who has a North
Carolina public school certificate
may enroll in graduate studies
without applying for admission
and use the graduate credit
earned to renew the North
Carolina public school
certificate. It is the
responsibility of the individual
to secure prior approval from
the State Department of Public
Instruction for the courses
taken.

A student who wishes
graduate credit for this
coursework must file an
application for post-
baccalaureate study and submit
transcripts of all undergraduate
work. These transcripts must be
sent directly from the

applicant's college or university
to the Office of Graduate
Studies. A student who receives
post-baccalaureate study admis-
sion may later apply for regular
admission and apply up to 12
semester hours of the credit
earned as a post-baccalaureate
studies student to meet the
requirements for the Master of
Education degree.

CERTIFICATION

The student who completes
the Master of Education Degree
program with an emphasis in
early childhood education will be
recommended for a North
Carolina Class G teaching
certificate in early childhood
education. The student who
completes the Master of
Education program with an
emphasis in intermediate
education will be recommended
for a North Carolina Class G
teaching certificate in
intermediate education.
Students completing the reading
emphasis module will be
recommended for graduate
certification in reading.

PROGRAM OF STUDY

A candidate for the Master of Education in elementary education must successfully complete a minimum of 33 semester hours of graduate work and pass culminating written and oral examinations. A degree candidate may complete the program in four part-time semesters and one full-time semester in summer.

The program of study has three components: (1) a core of five required, three semester-hour courses; (2) an emphasis of a minimum of four, three-semester-hour courses, plus one three-semester-hour course from outside the department unless already included in the concentration; and (3) required individual study of one three-semester-hour independent study or one six-semester-hour thesis.

	Semester Hours
<i>Required Core Courses</i>	15
EDU 600 - Curriculum Development	3
EDU 610 - Advanced Educational Psychology	3
EDU 620 - Philosophy of Education	3

EDU 630 - Educational Research	3
EDU 670 - Reading: Past, Present, Future	3

<i>Required Individual Study (select one)</i>	
EDU 640 Independent Study (includes supervised internship or field experience)	3
EDU 650 Thesis (includes supervised internship or field experience)	

<i>Required Course Outside Education Department</i>	3
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Broad Curriculum Emphasis	12
EDU 671 - Reading Across the Curriculum	3
HIS 520 - History of North Carolina	3
MTE 510 - Topics in Mathematics for the Elementary School Teacher	3
SCI 600 - Development of the Universe and Scientific Discovery on Planet Earth	3
PSY 501 Special Topics in Education: Human Development	3
PSY 502 Special Topics in Education: The Exceptional Individual	3
PSY 505 Perception	3
MUS 506 Computers and Music	1-2
Additional graduate courses approved by the student's adviser.	

Mathematics Emphasis	12
MTE 510 Topics in Mathematics for the Elementary School Teacher	3

MTE 511 Topics in Geometry for the Elementary School Teacher	3
MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher	3
MTE 610 Directed Study in Mathematics for the Elementary School Teacher	3
MTE 611 Directed Study in Computer Science for Elementary School Teachers	3

Reading Emphasis 12

EDU 671 Reading Across the Curriculum	3
EDU 672 Assessment of Reading Competencies	3
EDU 673 Diagnostic/Prescriptive Reading Instruction	3
EDU 674 Clinical Application of the Reading Process	3

Total of Required Core, Emphasis, and Individual Study	33
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Comprehensive Examinations

Upon the completion of all courses and research, all students must pass a comprehensive written examination on course work and research. The student who elects Education 640 as her research must pass an oral examination on her course work including her independent

studies. The student who elects Education 650 as her research will defend her thesis before the thesis committee. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree.

COURSE DESCRIPTIONS

EDU 600 CURRICULUM DEVELOPMENT

A study of the principles, techniques, trends, and innovations in curriculum construction and revision. The historical background, techniques of curriculum development, and the implications of social, philosophical, and psychological factors in curriculum planning and organization will be investigated. An emphasis will be placed on the use of techniques and practices to improve instruction through curriculum development.

EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological development of children and the implications for optimum learning

in the classroom. Emphasis will be placed on recent developments in learning theory, individual differences, and the assessment and control of behavior. Prerequisites: Educational Psychology and Developmental Psychology

EDU 620 PHILOSOPHY OF EDUCATION

A study of the development of philosophical thought and practice and its concomitant influence on the development of education in the western world from ancient to modern times. The course includes an analysis and interpretation of the major philosophical influences in American education today.

EDU 630 EDUCATIONAL RESEARCH

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

EDU 640 INDEPENDENT STUDY

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

EDU 650 THESIS

The student will research, write, and defend orally the results of an in-depth examination of a departmentally approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

EDU 670 READING: PAST, PRESENT, FUTURE

An in-depth study of the methods, materials, and basic research in developmental reading. Emphasis is given to applying appropriate research and modern technology while critically evaluating issues, trends, and research in the field of reading. Students are required to plan, initiate, and evaluate action research in reading within the school setting. Students acquire skills necessary to: assist the school in assessing, planning, implementing, and evaluating in-

school reading programs; assist the school in interpreting the school reading program to parents and to the public.

EDU 671 READING ACROSS THE CURRICULUM

An in-depth study of the reading process as it relates to the different areas in the curriculum. Emphasis is given to developing, evaluating, selecting, and adapting instructional media to meet the needs of content area student. Applications of study aids, SQ3R and DRTA, and available technology will be made.

EDU 672 ASSESSMENT OF READING COMPETENCIES

An in-depth study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic and corrective techniques. Emphasis is given to identifying patterns of behavior which may indicate physical, social, emotional, or intellectual impairments that affect the student's progress in reading. Students are required to assess reading strengths and weaknesses of clients in a clinical situation and compile and report the information obtained. Students select, administer, and interpret norm- and criterion-referenced reading and achievement tests.

EDU 673 DIAGNOSTIC/PRE-SCRIPTIVE READING INSTRUCTION

An in-depth study of the various ways of meeting the needs of individuals and groups by prescribing reading instruction based upon diagnosis of strengths and weaknesses and knowledge of methods and materials. Emphasis is given to developing study guides, modifying test material, locating supplementary materials, organizing and supervising reading programs. Students are required to use diagnostic information with participants in a clinical situation.

EDU 674 CLINICAL APPLICATIONS OF THE READING PROCESS

In-depth advanced tutoring experiences which interrelate reading, other areas of the language arts, and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading programs for students, formal and informal continuous diagnosis, the selection and use of a variety of materials, record keeping, instructional procedures, and reporting of diagnostic procedures and the progress of students. Students are required to tutor in a clinical

situation which will include developmental, corrective, functional, and recreational reading, as well as the use of available technology. The video-taping of one clinical tutoring session is required. Regularly scheduled conferences and field supervision by the course instructor are an integral part of the course.

HISTORY

HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

MATHEMATICS EDUCATION

MTE 510 TOPICS IN MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER

An examination of topics related to the elementary mathematics curriculum from a problem solving perspective. Topics included are the real number system, geometry, estimation, measurement (particularly the metric system), probability, and statistics. The heuristics of problem solving are applied within each of the topics

studied. Activities involving problem solving are included to demonstrate the processes used.

MTE 511 TOPICS IN GEOMETRY FOR THE ELEMENTARY SCHOOL TEACHER

An examination of topics in geometry that provide background for the early childhood and intermediate mathematics curriculum. The study of the relationships of plane geometric figures include measurements, congruences, similarities, and transformations. Coordinate geometry is used as a basis for studying the real number system. Plane geometric figures are combined to form space figures in order to study measurement and relationships in three dimensions.

MTE 512 ALGEBRA AND ANALYTIC GEOMETRY FOR THE ELEMENTARY SCHOOL TEACHER

Topics from elementary algebra including applications of algebra both outside of mathematics and in the context of analytic geometry. The goals of the course will be to strengthen the algebraic and problem solving skills of the student and to provide her with an appreciation of how the four arithmetic operations are extended

and amplified in the practice and application of mathematics.
Prerequisite: strong background in high school algebra.

MTE 610 DIRECTED STUDY IN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

MTE 611 DIRECTED STUDY IN COMPUTER SCIENCE FOR ELEMENTARY SCHOOL TEACHERS

Individualized study in computer science. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

PSYCHOLOGY

PSY 501 SPECIAL TOPICS IN EDUCATION: HUMAN DEVELOPMENT

A study of characteristics and changes throughout the life span from conception to death. At each

stage major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisite: Either General Psychology or Educational Psychology.

PSY 502 SPECIAL TOPICS IN EDUCATION: THE EXCEPTIONAL INDIVIDUAL

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities.

PSY 505 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

SCIENCE

SCI 600 DEVELOPMENT OF THE UNIVERSE AND SCIENTIFIC DISCOVERY ON THE PLANET EARTH

An interdisciplinary study covering the important mathematical, physical, chemical and biological concepts of the universe. Scientific discoveries are presented and discussed in chronological order with the most emphasis on those discoveries of the last five years. Laboratory experiences are provided to meet the needs of the student in Early Childhood Education (K-4) or Intermediate Education (4-6). Prerequisite: One college level laboratory science course.







Master of Music in Performance and Pedagogy

The Master of Music in Performance and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through the art of research. The graduate student gains teaching experience through the Meredith College School of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- perform advanced literature well, in a variety of situations;
- continue growth in all music-related areas through research skills;
- develop teaching skills to

the maximum by using a variety of techniques to teach students of all abilities and ages:

- develop and use an advanced knowledge of music literature, history, theory, and pedagogy.

Because of class scheduling, completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session.

Classes for the program are held in the Wainwright Music Building.

As changes are made in the program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

ADMISSION

Admission to the program is limited to women who hold a baccalaureate degree in music.

APPLICATION PROCEDURES

After submitting the application form for graduate

admission and the application fee, the applicant must submit the following materials to the Office of Graduate Studies in support of the application.

1. An official baccalaureate degree transcript from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended sent directly from the college or university to the Office of Graduate Studies.
2. Two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the reference to write directly to the Office of Graduate Studies.
3. An official report of scores on both the general and music sections of the Graduate Records Examination (see below).

4. International Students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music and the Performing Arts requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals.
2. Audition and interview are essential parts of the application procedure.
3. Diagnostic tests in theory and history (see Prerequisites below).

Audition:

The student performs about twenty minutes of music, performing at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalogue.

The student will sight-read some representative scores of

easy to moderate difficulty. She will have an opportunity to discuss her background and experience with the faculty.

To obtain information or further details of audition requirement for specific instruments or voice, or to schedule an audition or interview, contact:

Department of Music and
Performing Arts
Wainwright Music Building
Meredith College
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8536

GRADUATE RECORD EXAMINATIONS

Before the applicant receives regular admission, scores must be on file for both the General and Music tests of the Graduate Record Examination (GRE). The General test is given five times a year; the Music test is given four of those times. Information on test dates and centers is available from the Office of Career Planning and Placement at Meredith College

or directly from:

Graduate Record Examination
Educational Testing Service
CN 6000
Princeton, New Jersey
08541-6000

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form, in order for the College to receive a record of her test scores.

The applicant will be notified of her admission status by the Music Department.

PREREQUISITES

Entering graduate students must take departmental diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some

cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum score of 75 percent.

Information on specific competencies tested is available in the Music Office.

Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken.

Diagnostic tests are given once each semester (including summer session), on dates announced each year.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to her advancement until she achieves satisfactory performance at senior level for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

PROGRAM OF STUDY

A candidate for the Master of Music in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

	Semester Hours
<i>Required Courses</i>	32
MUA 500, 600 - Principal Applied	
Study at graduate level	10
MUS 620 - Readings in Pedagogy	2
MUS 621 - Practicum in Pedagogy	2
MUS 622 - Selected Topics in Pedagogy	2
MUS 594 - Seminars in Music	
Literature (two)	4
MUS 514 - Literature of the Principal	
Applied	2
MUS 595 - Seminars in Theory (two)	4
MUS 610 - Basic Research in Music	3
MUS 696 - Graduate Paper	1
MUS 612 - Lecture-Recital	1
MUS 690 - Graduate Recital	1

Foreign language proficiency for voice majors: students whose principal applied is voice will be required to demonstrate proficiency at the intermediate level in French, German, and Italian.

Upon completion of all other requirements, students must pass a comprehensive written and oral examination.

COURSE DESCRIPTIONS

Applied Music

***MUA 500, 600 PRINCIPAL APPLIED STUDY**

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For 2 to 3 hours' credit per semester, the student receives the equivalent of a sixty-minute lesson (or two thirty-minute lessons) per week. She practices a minimum of 5 hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations conducted at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of 4 hours' credit at 600 level).

Pedagogy

MUS 620 READINGS IN PEDAGOGY

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development.

MUS 621 PRACTICUM IN PEDAGOGY

Supervised teaching of at least three students, varying in ability, experience, and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

MUS 622 SELECTED TOPICS IN PEDAGOGY

Guided study of appropriate topics. For example: pianists will focus on group teachings techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy.

Music Literature

MUS 594 SEMINAR IN MUSIC LITERATURE

Research in topics in music literature, history, or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

*Additional charges (\$60 per semester for one thirty minute lesson per week; \$120 per semester for one sixty minute lesson per week)

MUS 514 LITERATURE OF THE PRINCIPAL APPLIED

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

Theory**MUS 595 SEMINAR IN THEORY**

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required on two occasions for the Master of Music candidate.

Research**MUS 610 BASIC RESEARCH IN MUSIC**

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises. Normally, two papers with bibliography will be written. The course is offered only in summer session.

MUS 696 GRADUATE PAPER

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by her assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the paper will be assigned by the department head. Two additional committee members will be selected to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the Music Office.

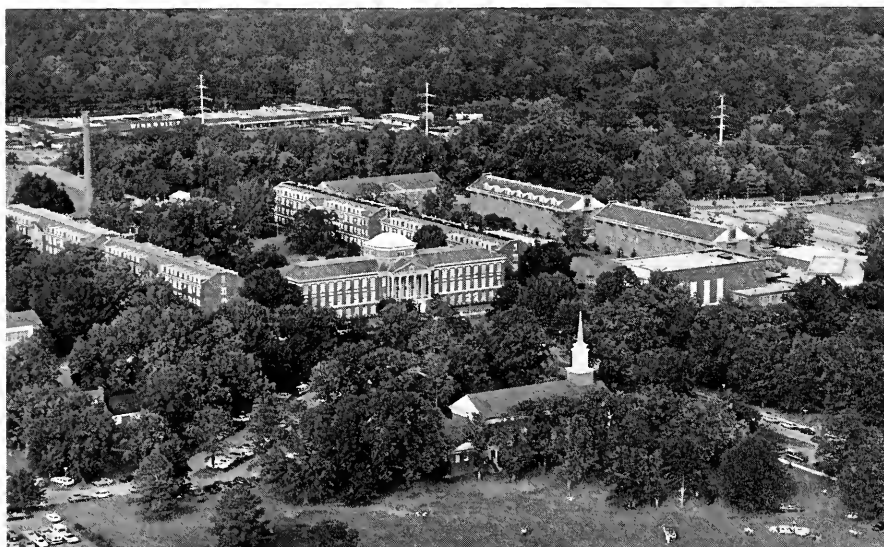
Recitals**MUS 612 LECTURE-RECITAL**

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and her assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following 5 hours of graduate credit in the principal

applied study. Prerequisite: MUS 514, MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history. Pass-fail grading.

MUS 690 GRADUATE RECITAL

A public performance, usually from memory, lasting about sixty minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last 3 hours of required study in the principal applied. Pass-fail grading.





Master of Music in Music Education

The Master of Music in Music Education is an advanced degree for teachers which provides curricula for the continuing professional development of music specialists who have baccalaureate degrees and North Carolina Class A teaching certificates in music education.

Specific objectives of the program are to enable the student to:

- broaden her understanding of the role of music education in society;
- develop an understanding of the physical and psychological parameters of music and their influence on music learning and perception;
- extend her ability to work effectively with the music program and its integration into the total school curriculum;
- gain greater insight and skills in the use of techniques of research, in designing music projects, and in carrying out research projects;
- develop her particular interests through concentrated study in choral and/or

general music education.

The student in the graduate program will have demonstrated intellectual ability and professional expertise as well as a high degree of musicianship. She is expected to exhibit a deep commitment to graduate study and development in the profession.

Classes for the program take place in the Wainwright Music Building.

As changes are made in the Master of Music program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

ADMISSION APPLICATION PROCEDURES

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the Office of Graduate Studies in support of the application.

1. An official baccalaureate degree transcript from a

regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended sent directly from the college or university to the Office of Graduate Studies.

2. A copy of the applicant's North Carolina Class A teaching certificate in music or its equivalent.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT). Please see page 30 for information about administration of the MAT.
4. Two letters of recommendation from persons who are familiar with the candidate's competence in the field of music education.
5. An interview with members of the faculty, including demonstration of musicianship and ability in performance. This may be demonstrated by an audition in an instrument

or voice, or by an audio or video tape of an ensemble performance conducted by the candidate.

To obtain information about departmental admission requirements or to schedule an interview contact:

Department of Music and the
Performing Arts
Wainwright Music Building
Meredith College
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8536

The applicant will be notified of her admission status by the Music and the Performing Arts Department.

PREREQUISITES

Entering graduate students must take departmental diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate

course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum score of 75 percent.

Information on specific competencies tested is available in the Music Office.

Satisfactory completion of the diagnostic tests must be accomplished before work on the Individual Project in Music Education or the optional thesis may be undertaken.

Diagnostic tests are given once each semester (including summer session), on dates announced each year.

PROGRAM OF STUDY

Students for the Master of Music in Music Education will successfully complete a minimum of 32 hours of graduate work.

	Semester Hours
<i>Required Courses</i>	32
Music Education	
MUS 624 - History and Philosophy of Music Education	3
MUS 625 - Selected Topics in Music Education (three two-hour courses)	6
MUS 694 - Individual Project in Music Education	2
Education	
EDU 610 - Advanced Educational Psychology	3
EDU 630 - Educational Research	2
Music Courses	
MUA - Applied Music	2
MUS 502 - Advanced Conducting	2
MUS 506 - Computers and Music (or demonstrated computer literacy, with music applications)	0-2
MUS 610 - Basic Research in Music	2
Electives in Music (may include MUS 650, Thesis, for six hours)	5-7
Guided Elective	3
PSY 501 - Special Topics in Education: Human Development	
or	
PSY 502 - Special Topics in Education: The Exceptional Individual	
or	
PSY 505 - Perception	
or	
MUS (additional course[s] in music)—for students with a strong background in psychology.	

Upon completion of all other requirements, students must pass a comprehensive written and oral examination.

COURSE DESCRIPTIONS**Music Education****MUS 624 HISTORY AND
PHILOSOPHY OF MUSIC
EDUCATION**

A study of music education with reference to its historical development and evolution of current philosophies, practices and problems of teaching music in contemporary society. Attention will be given to the role of musical organizations in American life.

**MUS 625 SELECTED TOPICS IN
MUSIC EDUCATION**

Studies of various pedagogical topics in music education. Field work will feature implementation of projects in school classroom settings. Topics will include the following, among others:

- Music for the Exceptional Child
- Advanced Choral Methods
- Advanced Elementary Methods
- Testing Applications in Music

**MUS 694 INDIVIDUAL PROJECT
IN MUSIC EDUCATION**

A culminating project designed in advance by the student and her adviser. Occurring toward the end of the program, the project will give the student an opportunity to incorporate knowledge into a cumulative experience. Means of

evaluation will include a written paper and a videotape prepared by the student. Field experience in the classroom is a required component.

Education**EDU 610 ADVANCED
EDUCATIONAL PSYCHOLOGY**

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom. Emphasis will be placed on recent developments in learning theory, individual differences, and the assessment and control of behavior.

**EDU 630 EDUCATIONAL
RESEARCH**

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

Music Courses

***MUA APPLIED MUSIC**

Studio instruction in an instrument or voice, at the level appropriate to the student's proficiency. For 1 hour of credit per semester, the student receives one thirty-minute lesson per week; for 2 to 3 hours' credit, she receives two thirty-minute lessons per week. She practices a minimum of 5 hours per week for each hour of credit. Determination of level is confirmed at jury examinations conducted at the end of each semester.

MUS 502 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS 506 COMPUTERS AND MUSIC

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

MUS 610 BASIC RESEARCH IN MUSIC

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises.

MUS 650 THESIS

Based on research techniques of MUS 610 and EDU 610, the student who elects the thesis option will write a major paper on a topic to be approved by her assigned faculty committee.

Prerequisites: MUS 610, EDU 610, and successful completion of all portions of the diagnostic tests in theory and music history.

An adviser for the thesis will be assigned by the department head.

*Additional charges (\$60 per semester for one thirty minute lesson per week; \$120 per semester for one sixty minute lesson per week)

Two additional committee members will be selected to read the thesis and determine a grade.

Guidelines covering topic approval, research and writing, and evaluation of the thesis are available in the Music Office.

**Guided Elective—Choose one
PSY 501 SPECIAL TOPICS IN
EDUCATION: HUMAN
DEVELOPMENT**

A study of characteristics and changes throughout the life span, from conception to death. At each stage major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisite: Either General Psychology or Educational Psychology

or

**PSY 502 SPECIAL TOPICS IN
EDUCATION: THE
EXCEPTIONAL INDIVIDUAL**

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and

those with major specific learning disabilities.

or

PSY 505 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

Additional electives in music may be selected from the listings in this catalogue for the Master of Music in Performance and Pedagogy.



Academic Calendar 1987-88

Spring 1987

First Day of Classes	January 8
Spring Recess	February 27-March 8
Easter Recess	April 17-20
Last Day of Classes	April 27
Commencement	May 10

Summer 1987

Master of Business Administration

Session I

First Day of Classes	May 7
Last Day of Classes	June 18

Session II

First Day of Classes	June 23
Holiday	July 6
Last Day of Classes	August 4

Master of Education

Session I—Evenings

First Day of Classes	May 25
Last Day of Classes	June 25

Session II—Daily

First Day of Classes	June 15
Holiday	July 6
Last Day of Classes	July 17

Session III—Daily

First Day of Classes	July 7
Last Day of Classes	July 25

Master of Music*

Session I

First Day of Classes	May 25
Last Day of Classes	June 29

Session II

First Day of Classes	June 10
Last Day of Classes	July 3

Session III

First Day of Classes	July 6
Last Day of Classes	July 31

*Applied Music—all sessions

Fall 1987

First Day of Classes	August 26
Holiday	September 7
Autumn Recess	October 12-13
Thanksgiving Recess	November 26-27
Last Day of Classes	December 9

Spring 1988

First Day of Classes	January 12
Spring Recess	March 4-14
Easter Recess	April 1-4
Last Day of Classes	May 2
Commencement	May 15

Summer 1988**Master of Business Administration****Session I**

First Day of Classes	May 5
Last Day of Classes	June 16

Session II

First Day of Classes	June 21
Holiday	July 4
Last Day of Classes	August 2

Master of Education**Session I—Evenings**

First Day of Classes	May 30
Last Day of Classes	June 17

Session II—Daily

First Day of Classes	June 20
Holiday	July 4
Last Day of Classes	July 22

Session III

First Day of Classes	July 11
Last Day of Classes	July 29

Master of Music***Session I**

First Day of Classes	May 30
Last Day of Classes	June 17

Session II

First Day of Classes	June 20
Last Day of Classes	July 9

Session III

First Day of Classes	July 11
Last Day of Classes	July 29

* Applied Music—all sessions

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The John E. Weems
Graduate School
1989-1991



*meredith*college

The John E. Weems Graduate School

1989-1991

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President's Message



In the seventh year of a program of graduate studies in business administration, education, and music, Meredith is consistent in her mission and history of "providing outstanding educational opportunities to women."

With respect both to enrollment and academic possibilities, the program is gratifying. As the program gains strength and vitality, it will likely attract other departments to the opportunity of offering graduate work to women in the Research Triangle Park area of North Carolina, where Meredith's reputation as a service institution is so well known.

Today we are not so far removed in time from the dreams and aspirations of Meredith's founders and our predecessors that we cannot recapture their intentions and purposes for the College. We believe that the re-establishment of graduate programs is exactly the thrust her founders had in mind. (Meredith offered the master's degree from 1902-11.) Attempting to fulfill the dreams of her founders is a task worthy of our best efforts.

As we approach the centennial anniversary of our ninety-eight-year-old college, we take our service to the women of North Carolina as seriously as we ever have, and we undertake it as wisely as we know how.



General Information

HISTORICAL OVERVIEW

Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee for a women's college and was a member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, it offered the master's degree from 1899 to 1915. In 1909 it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. The campus, first located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. The College has grown from the single building in downtown Raleigh that was

Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, chapel, and other physical facilities that in design and function reflect the best of the founders' ideas.

Since the fall of 1983, the College has offered master's degrees in Business Administration, Elementary Education, and Music. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School of Meredith in honor of the seventh Meredith President who was instrumental in the establishment of the graduate program.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

The charter of Meredith, rewritten in 1964, states the purpose of the College:

8 / GENERAL INFORMATION

Historical Overview

Student Life

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the Council on Social Work Education. The College is a member of the American Association of Colleges, the North Carolina Association of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are elig-

ible for membership in the American Association of University Women. The Southern Association of Colleges and Schools extended level III status to Meredith in 1985, accrediting the graduate programs.

A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

Meredith's graduate programs represent an extension of its mission as an undergraduate Christian college for women. These programs provide curricula and instruction for the continuing professional development of women in the fields of business, education, and music.

STUDENT LIFE

The graduate students at Meredith are an important dimension of cam-

pus life. Lectures, concerts, worship services, convocations, and special events are open to all graduate students. The aim of Meredith is to offer a fully-developed student life program for its graduate students.

Cate Center, a modern facility which serves as the college center, provides a study and meeting area. Located in the Fireside Lounge, this area offers graduate students the convenience of a telephone, as well as a bulletin board for announcements and information. Also in Cate Center is Le Greenhouse Cafe, where students can purchase "fast foods" as well as meals and snacks. The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials. The Career Services offices provide testing and career counseling, placement files, interview rooms, career resource/reading rooms, and a career newsletter.

Belk Dining Hall, the college cafeteria, is available to graduate students and serves three meals a day: breakfast 7:15 - 8:15 a.m.; lunch

11:00 - 1:15 p.m.; dinner 4:30 - 6:15 p.m.

Carroll Infirmary serves as a resource center for information on health and offers the services of a registered nurse 24 hours a day in the case of emergencies.

Recreational facilities available include the indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and special seasonal programs of worship. The campus minister and his staff are available to students for counseling.

STUDENT IDENTIFICATION

Students who use campus facilities or park on campus are required to have I.D. cards, application for which may be made at the time of enrollment. Campus security may check student identification when deemed necessary.

LIBRARY

Carlyle Campbell Library has a collection of 140,000 catalogued volumes and 650 current periodicals. A computerized bibliographic retrieval system provides direct assistance for graduate research. The Music Library is located in the Wainwright Music Building.

FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions. Teaching is the primary task of the College. Faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, work on committees, and help establish the academic policies of the College. They are also active in the Raleigh community and its churches.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational, and cultural resources directly accessible to Raleigh.

ADMINISTRATION 1989-1990

John Edgar Weems, Ed.D. (1972)
President

Craven Allen Burris, Ph.D. (1969)
Vice President and Academic Dean

Conniesue B. Oldham, Ph.D. (1988)
Dean of Graduate School

Donald L. Spanton, Ph.D. (1983)
Head, Department of Business & Economics

Lois E. Frazier, Ed.D. (1954)
Director, MBA Program

W. David Lynch, D.M.A. (1969)
Head, Department of Music

Mary S. Johnson, Ed.D. (1980)
Head, Department of Education

CURRICULUM

Meredith offers the Master of Business Administration, with emphasis on management; Master of Education for elementary teachers; Master of Music with majors in two areas, performance and pedagogy and music education. Meredith's graduate programs offer curricula designed to introduce students to the latest technology, explore new concepts and media, and develop new techniques in research and performance. Each stu-

dent must include courses which give her expertise in the area of her specific degree program, but she also has the opportunity to tailor certain parts of her program to her individual needs.

These programs allow women to complete a professional degree while fully employed. With the career opportunities now available for women in all three areas, women graduating from Meredith will have many assets and qualities sought by employers in their field. Knowledge of recent advances in technology, research, and instruction will provide an opportunity to bring professional skills up to date.

NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, athletics or other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973.





Admission, Costs, Financial Aid

ADMISSION

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of her baccalaureate level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by the departments offering graduate programs.

Applications may be obtained by writing or calling

John E. Weems Graduate School
110 Johnson Hall
3800 Hillsborough Street
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8423

Application materials as prescribed by each program (see MBA page 27; MED page 36; MMU page 46; MME page 53) should be submitted to the John E. Weems Graduate School at the address above. A \$20 nonrefundable application fee must accompany all applications. Six semester credit hours is considered full-time in each of the graduate programs.

The graduate programs recognize the following types of admissions:

Regular Admission

An applicant fully qualified by departmental admissions criteria is granted this type of admission. A student's regular admission status is terminated if requirements for the degree are not completed within six years, unless the student requests the Dean of the Graduate School to grant an extension and her department endorses her request.

Provisional Admission

The applicant who does not fully meet departmental admissions criteria may be granted provisional admission. A student who is granted this type of admission because of weaknesses in her academic record or admissions test scores may be awarded regular admission if she achieves grades of B or better on her first six hours of graduate work at Meredith and meets other conditions established by the department in which the degree will be offered.

A student granted provisional admission because of her academic record or admission test scores who does not

make at least B grades on her first six hours of graduate work or who fails to meet other departmental conditions will be dropped from the program.

A student who is granted provisional admission because she lacks program prerequisites may be granted regular admission status after she meets the prerequisites. All prerequisites must be completed with a grade of C or better.

Provisional status is limited to two calendar years. If a student fails to qualify for regular admission within two years, she will be dropped from the program. A student who is dropped from the program or denied regular admission by the department may appeal this decision to the Dean of the Graduate School.

Post-Baccalaureate Study Admission

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a graduate program. Not more than 12 hours taken in this manner may be applied toward graduate degree requirements.

A person who applies for post-baccalaureate admission must submit a post-baccalaureate application form and have official transcripts from all colleges and universities she has attended sent directly from the college or university to the John E. Weems Graduate School.

APPLICATION STATUS

Acceptance by any of the three types of admission described above remains effective for one calendar year.

A student who applies for admission and is accepted for a particular semester must notify the Dean of the Graduate School or her adviser one week before the beginning of the semester if she wishes to delay admission to a later semester.

If an applicant has not enrolled within one year, she will be informed in writing that her application will be purged from the files unless she requests within 30 days that it remain active.

INTERNATIONAL STUDENTS

Except in cases where English is her native language, the international applicant must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). These scores must not be over one year old, unless the student has been enrolled full-time in an accredited American college or university during the interim. The College does not accept personal copies of score results; they must come directly from the Educational Testing Service. The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing

TOEFL, CN 6155,
Princeton, New Jersey,
08541-6155.

The international student must also present copies of the following forms to the Graduate Office:

- (1) Passport
- (2) Visa
- (3) Arrival/Departure Record (if applicable)
- (4) I-20 ID if applicable
- (5) Alien Registration Number (Permanent Resident only)
- (6) Financial statement showing resources for a two-year period

If an applicant holds an F-1 visa, she must list the school or college she has permission to attend and submit a copy of her current I-20 form. The College will assist her in the preparation of a new I-20 form, if applicable. Admission of a foreign student who has a visa other than F-1 or F-2 will be conditional until the proper visa is obtained.

Meredith College requires official college transcripts; personal copies of transcripts are not accepted. The student must request the registrar of each institution in which she has enrolled, including summer sessions, to send an official transcript to the attention of the Graduate School Office.

16 / ADMISSION, COSTS, FINANCIAL AID

Visiting Students

Cooperating Raleigh Colleges Credit

An international student judged academically admissible will be required to give proof of financial responsibility for her education.

VISITING STUDENTS

Each visiting student must submit a post-baccalaureate application and a letter from the school to which she plans to transfer the credit stating that she has permission to take specific courses at Meredith. In addition, the visiting student must request that the Registrar at Meredith send a copy of her transcript to her school when she completes her courses.

COOPERATING RALEIGH COLLEGES (CRC) CREDIT

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State University and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement, Meredith graduate students may take courses at any of the other five campuses.



A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. The Graduate Studies Committee will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of graduate credits a student may take through CRC to fulfill degree requirements is six. Prerequisite courses may also be taken through CRC with the approval of the student's adviser.

COSTS

Charges for graduate courses are the same as those for undergraduate courses. The cost per credit hour for the year 1989-1990 is \$150. Additional charges are added for certain applied music lessons in the Master of Music degree (see pages 49 and 58).

Other Special Fees are as follows:

Application Fee	\$20
Graduation Fee	\$50
(partially covers direct cost of graduation)	
Transcripts	\$2 (each)

In order to complete registration, a student must mail or bring by a specified date (announced each semester), a check for one-half of her tuition for the semester, or, for summer, the full tuition. Because of space limitations, enrollment in some courses will be filled according to the date of payment. A student is not *officially* in the course until the appropriate tuition is paid. If a student has been approved for a loan, presentation of the award letter by the student to the Accounting Office will clear the student's account in order that she can be officially registered.

18 / ADMISSION, COSTS, FINANCIAL AID

Costs

Scholarships and Tuition Grant

The business office will bill the student for the remainder of her tuition by mid-semester for the fall and spring semesters. For summer courses, the tuition is due in full at the time of registration.

A student parking on campus is required to have a parking sticker. A decal may be purchased for the academic year (August to August) at the time of registration or in the campus security office between 8:00 a.m. and 4:30 p.m. Monday - Friday for a cost of \$20.00. A student who receives a parking ticket for violation may pay it by mail. Spaces near Harris Hall are available for graduate students, and other spaces are available near Wainwright Music Building adjacent to the Meredith Lake. A sticker will permit parking in any space marked "com-muter."

FINANCIAL AID

The Guaranteed Student Loan Program permits a student who is recommended by the College to borrow from a bank or other financial institution. Such a loan is guaranteed by the federal government, and interest on the loan is paid by the government while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in the College at least half-time. Applications for this loan may be obtained at the Office of Scholarships and Financial Assistance in Johnson Hall or through the College Foundation, Inc., Box 12100, Raleigh, N.C. 27605.

SCHOLARSHIPS AND TUITION GRANT

Two scholarship funds provide financial assistance to students in the Master of Business Administration Program. Information about these scholarships may be obtained from the Director of the MBA Program.

(1) The Shearon Harris Scholarship Fund was established in memory of Mr. Harris by his family to express a commitment to church-related high-

er education and to perpetuate his interest in Meredith College students.

(2) The Wyford Scholarships are made possible by a bequest from Ms. Louise Ledford Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship Fund was established in memory of her husband, Commander Guy E. Wyatt; her mother, Mrs. Bess J. Hord; and her father, John Ferris Ledford.

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education or a Master of Music in Music Education degree program who are under contract in a secondary or elementary, public or private North Carolina School System. In order to verify this status, the principal of the school must complete a form available in the Graduate Office. Other persons in the Education or Music Education Program may apply for the tuition grant upon the recommendation of the Department Chairman.





Academic Policies

CLASS ATTENDANCE

Each student is expected to be regular in her attendance at all classes. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified in writing by each instructor at the beginning of the course.

DEGREE REQUIREMENTS

The following requirements/restrictions will apply to all students who receive the master's degree from Meredith College:

(1) A student may not apply more than six hours of C grades (Low Passing) toward her degree.

(2) A student is expected to complete requirements for her degree within six calendar years. Under unusual circumstances she may request an extension. The request must be made to the Dean of the Graduate School and be endorsed by the department.

(3) A culminating activity designed to integrate the knowledge, skills, com-

petencies, and values addressed in each program will be expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.

(4) A student who has completed all course work toward her degree, but has not completed the other degree requirements, must be registered for one hour per semester. The course is numbered 800 in each of the programs and carries no graduate credit.

(5) Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.

(6) A student may not apply more than six hours of transfer credit to a degree program.

(7) A student may not apply more than twelve hours taken at Meredith as a post-baccalaureate student toward degree requirements.

(8) A student may not apply more than six hours of CRC credit to a degree program.

(9) All prerequisites must be completed with a grade of C or better.

22 / ACADEMIC POLICIES

Degree Requirements

Grading Policy for Graduate Courses

(10) Students may graduate in either May, August, or December. Students who expect to graduate must register their intention in the Graduate School Office and pay a \$50 graduation fee. Those who plan to graduate in May or August must file by December 1; graduates in December must file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program. No exceptions are made.

(11) A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of study.

TRANSFER CREDIT

Requests for transfer of graduate credit from another institution will be evaluated by each department. Requests for transfer of credit should be accompanied by an official transcript and course descriptions. Only six hours may be applied in this manner to a degree program at Meredith College.

GRADING POLICY FOR GRADUATE COURSES

The following grading system applies to all graduate courses:

- A - Excellent
- B - Satisfactory
- C - Low Passing
- F - Failure
- W - Withdrawal
- WP - Withdrawal-Passing
- WF - Withdrawal-Failing
- I - Incomplete
- Z - Interim grade
- Au - Audit

Graduate students are expected to earn grades of A and B. Only six hours of C grades may be applied toward a degree. Semester grade reports are mailed to each student. No quality points or quality point ratios appear on permanent records.

An incomplete grade may be given at the discretion of the professor, where the work has not been completed because of a serious interruption in work not caused by the student's negligence. An agreement between the professor and the student relative to the work to be completed and the time it must be submitted must be filed in the Registrar's

Office. However, the work must be completed no later than the final class day of the following semester or the grade becomes an F.

A Z grade is an interim grade assigned only in a course that does not terminate at the end of the current grading period.

AUDITING A COURSE

A student who wishes to change grading for a course from letter grade credit (A-C) to audit must submit a completed drop/add form, signed by her instructor and adviser, to the Graduate School Office within the first twelve hours of instruction in the course. A fifty-minute class is considered as one hour of instruction.

ADDITIONS TO SCHEDULE

A student may add a course or change sections only during the first three hours of course instruction, and only if space is available in the class and with the consent of the instructor. A fifty-minute class is considered as one hour of instruction.

WITHDRAWAL FROM A COURSE

A student may withdraw from a graduate course and receive a grade of W through the first twelve hours of instruction. A student may withdraw with a grade of WP or WF up to the point at which six hours of instruction remain. (This policy is based on a three-hour course and would be adjusted for a course granting fewer hours; a fifty-minute class is considered as one hour of instruction.)

Withdrawal forms signed by the student, her instructor, and her adviser must be submitted to the Graduate School Office.

WITHDRAWAL FROM A PROGRAM

A student who wishes to withdraw permanently from a program must submit an official withdrawal form, signed by her and her adviser, to the Graduate School Office. (For leave of absence, see Interrupted Study).

RETENTION

When a student exceeds the six-hour limit of C grades, she is dropped from the program. She may file an appeal of her dismissal to the Dean of the Graduate School.

If she is re-admitted, she must repeat all courses with grades of C or below in excess of the six-hour limit; and she must meet other requirements specified by the Dean of the Graduate School.

If a graduate student receives an F grade, her status is automatically reviewed by the department. She will be notified within 10 working days if she will be allowed to continue the program, and specific conditions of continuation, if applicable. A student may appeal the decision to the Dean of the Graduate School.

REFUNDS

If a graduate student withdraws from courses before the end of a semester, she is responsible for the following percentage of the full semester tuition:

During the first three class hours of instruction	0%
After three class hours and up to six class hours	20%
After six class hours and up to twelve class hours	40%
After twelve class hours	100%

This schedule is based on a three semester credit-hour course, and a fifty-minute class is considered one hour of instruction. If a student has not paid the full tuition for the semester, she will be billed according to the requirements above.



Requests for refunds should be made in writing to the Graduate School Office.

INTERRUPTED STUDY

A student who wishes to interrupt her graduate study for at least one semester should notify her adviser of her intent by signing a leave of absence form. She may later return to the program with the same status she held at the time of her departure and under the same catalogue.

This policy does not change the six-year time limit (starting when she entered the program) required for completion of the graduate degree.

COOPERATIVE EDUCATION

A graduate student may receive credit for cooperative education experiences with companies and agencies approved by the Office of Career Services and Cooperative Education and her academic department. Participating students are supervised by an adviser assigned by the department. Participants may receive up to three hours graduate credit for each employment experience, and the course may be taken on multiple occasions. The student must enroll for three

hours of credit for her first employment experience.

Credits for the course COE 600 will be in addition to the requirements of the program. To enroll in COE 600, a student must have satisfactorily completed three hours of graduate credit at Meredith and must be currently enrolled for at least three semester hours of graduate work at Meredith.

ACADEMIC ADVISING

After an initial meeting with the department head or program director, each graduate student will be assigned an academic adviser in her department who will assist her in planning her program of study from beginning to completion. While the majority of the courses in a program are prescribed, the student may elect certain courses tailored to her specific needs.



Master of Business Administration

The Master of Business Administration program at Meredith College is designed to provide advanced study for women who are currently in management or administrative positions or who aspire to such positions. The primary purpose of the program is to provide women with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables women to make greater contributions to their organizations, to advance in their careers, and to obtain increased job satisfaction.

Specific objectives of the program are to

- improve analytical, problem-solving, communication, and decision-making skills
- integrate business experience with current theories of management and explore new business concepts in marketing, economics, and accounting
- analyze alternative solutions to business problems involving social, legal, political, and ethical factors
- develop techniques for meeting the challenges of changing tech-

nology and management innovations.

This program, which demands a serious commitment by the student, enables her to complete requirements for this professional degree normally within two and one-half years, provided she has satisfactorily completed the undergraduate prerequisite courses for the program.

All graduate classes are taught in the evening. For those students who did not major in business as undergraduates, the prerequisites are frequently available either in the day or in the evening. Classes are usually held in the Shearon Harris Building for Business Administration.

As changes are made in the Master of Business Administration program, adequate notice will be given to enrolled students.

APPLICATION PROCEDURES

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the Graduate Office in support of the application.

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from Graduate Management Admission Test (GMAT).
3. Two letters of recommendation from people with knowledge of the applicant's work or ability.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 15 for other documents international students must provide.)

In addition, the applicant should schedule an interview with the Director of the MBA Program. To schedule an appointment the student may write or call:

Director of the MBA Program
109 Shearon Harris Business
Administration Building
Meredith College
Raleigh, North Carolina
27607-5298

Telephone: (919) 829-8474

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is given four times a year — January, March, June and October. Applications for the test must be submitted to Educational Testing Services prior to the date of the examination. (Postmark deadlines are announced by ETS). Application forms for taking the GMAT may be obtained from the Director of the MBA Program, the Office of Career Services at Meredith, or directly from:

Graduate Management
Admission Test
Educational Testing Service
CN 6103
Princeton, New Jersey
08541-6103

The applicant should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the College will receive a record of her test scores.

The GMAT must be taken by the second semester the student is enrolled at Meredith or prior to enrollment in her third graduate course, whichever comes first.

GMAT scores and undergraduate grade point averages are used in the following admissions formula:

$$(\text{GPA} \times 200) + \text{GMAT} \geq 950$$

A student who makes a GMAT score below 300 must repeat the test regardless of her grade point average.

ADMISSION REQUIREMENTS

The MBA Program utilizes three types of admission: regular, provisional, and post-baccalaureate. (See pages 13 and 14.) Applicants for regular admission must submit all material listed under Application Procedures. (See page 28.) Admission status of applicants is determined according to specified criteria.

Regular. Regular admission is granted to applicants who have completed the

application process satisfactorily, completed all prerequisites with a grade of C or better, and removed any condition relative to the admission formula (described under provisional admission).

Provisional. Provisional admission may be granted to applicants who

- a. submit all application materials with the exception of GMAT,
- b. lack one or more prerequisites with grade of C or better,
- c. have not met the minimum of the admission formula.

A student who has not met the admission formula — $(\text{GPA} \times 200) + \text{GMAT} \geq 950$ — has two options: repeating GMAT and earning a score to meet the formula or earning a grade of B or better on her first two graduate courses at Meredith.

Post-baccalaureate. Post-baccalaureate admission permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Prior to beginning course work, the student must submit a post-baccalaureate application form and transcripts from all colleges and universities she has attended.

If the post-baccalaureate student later decides to apply as a degree candidate, she must meet all requirements for admission. She may count toward her degree only 12 hours of graduate work taken as a post-baccalaureate student.

Notification. Applicants are notified of admission status by the Director of the MBA Program upon completion of the evaluation process.

Applicants are encouraged to start the application procedures early in order that the material may be evaluated and decisions may be made promptly.

PROGRAM OF STUDIES

The MBA Program includes 18 hours of prerequisites and 36 hours of graduate work.

Prerequisites

The following courses are prerequisites:

Economic Principles (ECO 210, 211, or equivalent)	6 hours
Accounting Principles (BUS 230, 231, or equivalent)	6 hours
Basic Statistics (MAT 245 or equivalent)	3 hours
College Algebra (MAT 110 or equivalent)	3 hours
TOTAL	18 hours

A student may complete prerequisites while she is classified under provisional admission, but all prerequisites must be completed with a grade of C or better by the time the student earns 15 hours of graduate credit.

Prerequisites may be satisfied by former or current course work or by examinations coordinated by the Director of the MBA Program and administered by specified faculty members in the relevant subject areas. A grade of C or better is required.

Graduate Courses

A candidate for the Master of Business Administration degree must successfully complete the following 36 semester hours of graduate work:

	Semester Hours
<i>Required</i>	33
ECO 610 - Macroeconomic Environment of the Firm	3
ECO 611 - Managerial Economics	3
BUS 630 - Accounting for Managerial Decisions	3
BUS 635 - Managerial Finance	3
BUS 640 - Management Information Systems	3
BUS 646 - Management Processes and Policy	3
BUS 648 - Organizational Theory and Behavior	3
BUS 649 - Quantitative Analysis for Management	3
BUS 654 - Legal, Regulatory, and Ethical Issues	3
BUS 660 - Marketing Strategy	3
BUS 699 - Management Seminar	3
<i>Elective</i>	
BUS 690 - Independent Study	3
or	
BUS 695 - Special Topics in Business	3
TOTAL	36

COURSE DESCRIPTIONS

ECO 610 MACROECONOMIC ENVIRONMENT OF THE FIRM

(3 semester hours)

Study of the theory and practice of monetary and fiscal policies employed by the Federal Government to achieve full employment, price stability, and economic growth. The focus is upon the effects of these policies on the performance of the firm and the implication of such effects upon managerial decision-making. Prerequisite: Economics 210.

ECO 611 MANAGERIAL ECONOMICS

(3 semester hours)

An analysis of the application of microeconomic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets. Prerequisite: Economics 211.

BUS 630 ACCOUNTING FOR MANAGERIAL DECISIONS

(3 semester hours)

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation. Prerequisites: Business 230 and 231 and Mathematics 245.

BUS 635 MANAGERIAL FINANCE*(3 semester hours)*

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy. Prerequisites: Business 231, Economics 211, and Mathematics 245.

BUS 640 MANAGEMENT INFORMATION SYSTEMS*(3 semester hours)*

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

BUS 646 MANAGEMENT PROCESSES AND POLICY*(3 semester hours)*

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation are used to provide realistic interpretation of the subject matter.

BUS 648 ORGANIZATIONAL THEORY AND BEHAVIOR*(3 semester hours)*

An intensive investigation of human behavior in organizational settings that stresses the impact of motivation and leadership by decision makers on individuals and groups. Topics considered are organization, design, conflict resolution, attitude change, and concept of power. This is accomplished by extensive use of case studies, theoretical models, and role play. Prerequisite: BUS 646

BUS 649 QUANTITATIVE ANALYSIS FOR MANAGEMENT*(3 semester hours)*

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: Mathematics 110 and 245

BUS 654 LEGAL, REGULATORY AND ETHICAL ISSUES*(3 semester hours)*

An evaluation of the legal, political, and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business.

BUS 660 MARKETING STRATEGY

(3 semester hours)

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development planning, and the integration of marketing with overall corporate strategy.

BUS 690 INDEPENDENT STUDY

(3 semester hours)

A problem selected by the student, approved by the Head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the Department Head, Director of MBA Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member.

BUS 695 SPECIAL TOPICS IN BUSINESS

(3 semester hours)

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need.

BUS 699 MANAGEMENT SEMINAR

(3 semester hours)

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial, and economic factors. Prerequisite: Completion of 24 hours of graduate courses, including BUS 646.

COE 600

(1-3 semester hours)

A cooperative educational experience with companies and agencies approved by the Office of Career Services and Cooperative Education and the student's academic adviser. Participating students are supervised by an adviser assigned by the department. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. Prerequisite: Three semester hours of graduate credit at Meredith. Corequisite: Three semester hours of graduate credit at Meredith.



Master of Education

The goal of the Master of Education degree program is to provide curricula for the continuing professional development of the elementary school educator who has a baccalaureate degree and who has a North Carolina Class A teaching certificate in elementary education.

The student load is structured to encourage extensive reading, independent thinking, and appropriate research. Classes are scheduled in fall and spring semesters and in the summer sessions so the full-time teacher can continue both her professional service and her professional career development through graduate study.

Specific objectives of the program are to

- extend the teacher's understanding of the purpose and role of education in the elementary grades;
- extend the teacher's understanding of the nature of the learner and learning process;
- assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects;

- extend and deepen the teacher's ability to work effectively with the content areas of the school curriculum;

- provide for concentrated study in one or more of the instructional areas of the school curriculum;

- assist the teacher in becoming a reflective, analytical thinker;

- assist the teacher in developing leadership characteristics and a community consciousness, with an emphasis on brotherhood;

- assist the teacher in becoming a life-long learner, acting upon situations in ways that are decent, human and just.

Classes for the program are held in Joyner Building, adjacent to the Carleyle Campbell Library.

ADMISSION APPLICATION PROCEDURES

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the Graduate School Office in support of the application.

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate quality point ratio is expected to be 2.5 or better on a scale of 4.0.
2. A copy of the applicant's North Carolina Class A teaching certificate.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT). A minimum score of 35 is required for admission.
4. A letter from two professional educators in elementary educa-

tion recommending that the applicant be admitted to graduate study in elementary education at Meredith College.

Prospective applicants who wish to discuss the application process or the graduate study program may call or make an appointment for an interview by calling or writing

Department of Education
Joyner Hall
Meredith College
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8315

MILLER ANALOGIES TEST

The applicant is required to take the Miller Analogies Test prior to her regular admission.

The Miller Analogies Test is regularly administered by

(1) The Psychology Clinic at North Carolina State University. For information, telephone (919) 737-2251 between 8:00 and 1:00 p.m., Monday through Thursday.

(2) The Testing Center at the University of North Carolina at Chapel Hill. For information, telephone (919) 962-2191 between 8:00 a.m. and 12:00

noon or between 1:30 p.m. and 5:00 p.m., Monday through Friday.

CERTIFICATE RENEWAL

A student who has a baccalaureate degree from a regionally accredited college or university and who has a North Carolina public school certificate may enroll in graduate school without applying for admission and use the graduate credit earned to renew the North Carolina public school certificate. It is the responsibility of the individual to secure prior approval from the State Department of Public Instruction for the courses taken.

A student who wishes graduate credit for this coursework must file an application for post-baccalaureate study and submit transcripts of all undergraduate work. These transcripts must be sent directly from the applicant's college or university to the Graduate School Office. A student who receives post-baccalaureate admission may later apply for regular admission and apply up to 12 semester hours of the credit earned as a post-baccalaureate student to meet

the requirements for the Master of Education degree.

CERTIFICATION

The student who completes the Master of Education Degree program will be recommended for a North Carolina Class G teaching certificate in elementary education. Students completing the reading emphasis module will be recommended for graduate certification in reading.

PROGRAM OF STUDY

A candidate for the Master of Education in elementary education must successfully complete a minimum of 33 semester hours of graduate work and pass comprehensive written and oral examinations. A degree candidate may usually complete the program in four part-time semesters and one full-time semester in summer.

The program of study has three components: (1) a core of five required, three-semester-hour courses; (2) an emphasis of a minimum of four, three-semester-hour courses, plus one three-semester-hour course from outside the department unless already included in the concentration; and (3) required individual study of

one three-semester-hour independent study or one six-semester-hour thesis.

	Semester Hours
<i>Required Core Courses</i>	15
EDU 600 - Curriculum Development	3
EDU 610 - Advanced Education Psychology	3
EDU 620 - Philosophy of Education	3
EDU 630 - Educational Research	3
EDU 670 - Reading; Past, Present, Future	3
<i>Required Individual Study (select one)</i>	
EDU 640 Independent Study (includes supervised internship or field experience)	3
EDU 650 Thesis (includes supervised internship or field experience)	6
<i>Required Course Outside Education Department</i>	3
Broad Curriculum Emphasis	12
EDU 671 Reading Across The Curriculum	3
HIS 520 History of North Carolina	3
MTE 510 Topics in Mathematics for the Elementary School Teacher	3

PSY 501 Special Topics in Education: Human Development	3
PSY 502 Special Topics in Education: The Exceptional Individual	3
PSY 505 Perception	3
MUS 506 Computers and Music	1-2
Additional graduate courses approved by the student's adviser.	

Mathematics Emphasis	12
MTE 510 Topics in Mathematics for the Elementary School Teacher	3
MTE 511 Topics in Geometry for the Elementary School Teacher	3
MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher	3
MTE 610 Directed Study in Mathematics for the Elementary School Teacher	3
MTE 611 Directed Study in Computer Science for Elementary School Teachers	3

Reading Emphasis	12
EDU 671 Reading Across the Curriculum	3
EDU 672 Assessment of Reading Competencies	3
EDU 673 Diagnostic/Prescriptive Reading Instruction	3
EDU 674 Clinical Application of the Reading Process	3

Total of Required Core, Emphasis, and Individual Study	33
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Comprehensive Examinations

Upon the completion of all courses and research, all students must pass a comprehensive written examination on the core courses. The student who elects Education 640 as her research must pass an oral examination on all course work including her independent studies. The student who elects Education 650 as her research will defend her thesis before the thesis committee. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree.

**COURSE DESCRIPTIONS****Education****EDU 600 CURRICULUM DEVELOPMENT***(3 semester hours)*

A study of the principles, techniques, trends, and innovations in curriculum construction and revision. The historical background, techniques of curriculum development, and the implications of social, philosophical, and psychological factors in curriculum planning and organization will be investigated. An emphasis will be placed on the use of techniques and practices to improve instruction through curriculum development. (Normally offered every fall).

EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY*(3 semester hours)*

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom. Emphasis will be placed on recent developments in learning theory, individual differences, and the assessment and control of behavior. Prerequisites: Educational Psychology and Developmental Psychology (Normally offered every spring.)

**EDU 620 PHILOSOPHY
OF EDUCATION***(3 semester hours)*

A study of the development of philosophical thought and practice and its concomitant influence on the development of education in the western world from ancient to modern times. The course includes an analysis and interpretation of the major philosophical influences in American education today. (Normally offered every other fall.)

EDU 630 EDUCATION RESEARCH*(3 semester hours)*

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized. (Normally offered every other fall.)

EDU 640 INDEPENDENT STUDY*(3 semester hours)*

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

EDU 650 THESIS*(6 semester hours)*

The student will research, write, and defend orally the results of an in-depth examination of a departmentally approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

**EDU 670 READING: PAST, PRESENT,
FUTURE***(3 semester hours)*

An in-depth study of the methods, materials, and basic research in developmental reading. Emphasis is given to applying appropriate research and modern technology while critically evaluating issues, trends, and research in the field of reading. Students are required to plan, initiate, and evaluate action research in reading within the school setting. Students acquire skills necessary to assist the school in assessing, planning, implementing, and evaluating in-school reading programs; assist the school in interpreting the school reading program to parents and to the public. (Normally offered first session of summer school.)

**EDU 671 READING ACROSS
THE CURRICULUM***(3 semester hours)*

An in-depth study of the reading process as it relates to the different areas in the curriculum. Emphasis is given to

developing, evaluating, selecting, and adapting instructional media to meet the needs of content area student. Applications of study aids, SQ3R and DRTA, and available technology will be made.

EDU 672 ASSESSMENT OF READING COMPETENCIES

(3 semester hours)

An in-depth study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic and corrective techniques. Emphasis is given to identifying patterns of behavior which may indicate physical, social, emotional, or intellectual impairments that affect the student's progress in reading. Students are required to assess reading strengths and weaknesses of clients in a clinical situation and compile and report the information obtained. Students select, administer, and interpret norm- and criterion-referenced reading and achievement tests.

EDU 673 DIAGNOSTIC/PRE-SCRIPTIVE READING INSTRUCTION

(3 semester hours)

An in-depth study of the various ways of meeting the needs of individuals and groups by prescribing reading instruction based upon diagnosis of strengths and weaknesses and knowledge of methods and materials. Emphasis is given to developing study guides, modifying test mate-

rial, locating supplementary materials, organizing and supervising reading programs. Students are required to use diagnostic information with participants in a clinical situation.

EDU 674 CLINICAL APPLICATIONS OF THE READING PROCESS

(3 semester hours)

In-depth advanced tutoring experiences which interrelate reading, other areas of the language arts, and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading programs for students, formal and informal continuous diagnosis, the selection and use of a variety of materials, record keeping, instructional procedures, and reporting of diagnostic procedures and the progress of students. Students are required to tutor in a clinical situation which will include developmental, corrective, functional, and recreational reading, as well as the use of available technology. The video-taping of one clinical tutoring session is required. Regularly scheduled conferences and field supervision by the course instructor are an integral part of the course.

History**HIS 520 HISTORY OF
NORTH CAROLINA***(3 semester hours)*

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

Mathematics Education**MTE 510 TOPICS IN MATHEMATICS
FOR THE ELEMENTARY SCHOOL
TEACHER***(3 semester hours)*

An examination of topics related to the elementary mathematics curriculum from a problem solving perspective. Topics included are the real number system, geometry, estimation, measurement (particularly the metric system), probability, and statistics. The heuristics of problem solving are applied within each of the topics studied. Activities involving problem solving are included to demonstrate the processes used.

**MTE 511 TOPICS IN GEOMETRY FOR
THE ELEMENTARY SCHOOL
TEACHER***(3 semester hours)*

An examination of topics in geometry that provide background for the the early childhood and intermediate mathematics curriculum. The study of the relationships of plane geometric figures include measurements, congruences, similarities, and transformations. Coordinate geometry is used as a basis for studying the real number system. Plane geometric figures are combined to form space figures in order to study measurement and relationships in three dimensions.

**MTE 512 ALGEBRA AND ANALYTIC
GEOMETRY FOR THE ELEMENTARY
SCHOOL TEACHER***(3 semester hours)*

Topics from elementary algebra including applications of algebra both outside of mathematics and in the context of analytic geometry. The goals of the course will be to strengthen the algebraic and problem solving skills of the student and to provide her with an appreciation of how the four arithmetic operations are extended and amplified in the practice and application of mathematics. Prerequisite: strong background in high school algebra.

MTE 610 DIRECTED STUDY IN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS

(3 semester hours)

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

MTE 611 DIRECTED STUDY IN COMPUTER SCIENCE FOR ELEMENTARY SCHOOL TEACHERS

(3 semester hours)

Individualized study in computer science. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

Psychology

PSY 501 SPECIAL TOPICS IN EDUCATION: HUMAN DEVELOPMENT

(3 semester hours)

A study of characteristics and changes throughout the life span from conception to death. At each stage major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisite: Either general psychology or educational psychology.

PSY 502 SPECIAL TOPICS IN EDUCATION: THE EXCEPTIONAL INDIVIDUAL

(3 semester hours)

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities.

PSY 505 PERCEPTION

(3 semester hours)

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.



Master of Music in Performance and Pedagogy

The Master of Music in Performance and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through the art of research. The graduate student gains teaching experience through the Meredith College School of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to

- perform advanced literature well, in a variety of situations;
- continue growth in all music-related areas through research skills;
- develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages;

- develop and use an advanced knowledge of music literature, history, theory, and pedagogy.

Because of class scheduling, completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session.

Classes for the program are held in the Wainwright Music Building.

As changes are made in the program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

ADMISSION

Admission to the program is limited to women who hold a baccalaureate degree in music.

APPLICATION PROCEDURES

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the Graduate Office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. Two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the reference to write directly to the Graduate Office.
3. An official report of scores on the music section of the Graduate Records Examination (see below).
4. International Students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals.
2. Audition and interview are essential parts of the application procedure.
3. Diagnostic tests in theory and history (see prerequisites below).

Audition:

The student performs about twenty minutes of music, performing at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalogue.

The student will sight-read some representative scores of easy to moderate difficulty. She will have an opportunity to discuss her background and experience with the faculty.

To obtain information or further details of audition requirement for specific instruments or voice, or to schedule an audition or interview, contact:

Department of Music
Wainwright Music Building
Meredith College
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8536

Graduate Records Examinations

Before the applicant receives regular admission, scores must be on file for the Music test of the Graduate Records Examination (GRE). The GRE Music test is given four times a year. Information on test dates and centers is available from the office of Career Planning and Placement at Meredith College or directly from Graduate Record Examination Educational Testing Service CN 6000 Princeton, New Jersey 08541-6000

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form, in order for the college to receive a record of her test scores.

Prerequisites

Entering graduate students must take departmental diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum score of 75 percent.

Information on specific competencies tested is available in the Music Office.

Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken.

Diagnostic tests are given once each semester (including summer session), on dates announced each year.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to her advancement until she achieves satisfactory performance of this level music for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

MUS 595 - Seminars in Theory (two)	4
MUS 610 - Basic Research in Music	3
MUS 696 - Graduate Paper	1
MUS 612 - Lecture-Recital	1
MUS 690 - Graduate Recital	1

Foreign language proficiency for voice majors: students whose principal applied is voice will be required to demonstrate proficiency at the intermediate level in French, German, and Italian.

Upon completion of all other requirements, students must pass a comprehensive written and oral examination.

PROGRAM OF STUDY

A candidate for the Master of Music in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

	Semester Hours
Required Core Courses	32
MUA 500, 600 - Principal Applied Study at graduate level	10
MUS 620 - Readings in Pedagogy	2
MUS 621 - Practicum in Pedagogy	2
MUS 622 - Selected Topics in Pedagogy	2
MUS 594 - Seminars in Music Literature (two)	4
MUS 514 - Literature of the Principal Applied	2



COURSE DESCRIPTIONS

Applied Music

*MUA 500, 600 PRINCIPAL APPLIED STUDY

(2-3 semester hours)

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. She practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations conducted at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of four hours credit at 600 level).

Pedagogy

MUS 620 READINGS IN PEDAGOGY

(2 semester hours)

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list;

singers will prepare repertoire lists appropriate for students at various levels of development.

MUS 621 PRACTICUM IN PEDAGOGY

(2 semester hours)

Supervised teaching of at least three students, varying in ability, experience, and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

MUS 622 SELECTED TOPICS IN PEDAGOGY

(2 semester hours)

Guided study of appropriate topics. For example: pianists will focus on group teaching techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques.

Music Literature

MUS 594 SEMINAR IN MUSIC LITERATURE

(2 semester hours)

Research in topics in music literature, history, or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

*Additional charges (in 1989-1990, \$75 per semester for one thirty minute lesson per week; \$150 per semester for one sixty minute lesson per week).



MUS 514 LITERATURE OF THE PRINCIPAL APPLIED

(2 semester hours)

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

Theory

MUS 595 SEMINAR IN THEORY

(2 semester hours)

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required for two semesters for the Master of Music candidate.

Research

MUS 610 BASIC RESEARCH IN MUSIC

(3 semester hours)

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises. Normally, two papers with bibliography will be written. The course is offered only in summer session.

MUS 696 GRADUATE PAPER

(1 semester hour)

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by her assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the paper will be assigned by the department head. Two additional committee members will be selected to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the Music Office.

successful completion of all portions of the diagnostic tests in theory and music history. Pass-fail grading.

MUS 690 GRADUATE RECITAL

(1 semester hour)

A public performance, usually from memory, lasting about 60 minutes, which demonstrates work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. Pass-fail grading.

Recitals

MUS 612 LECTURE-RECITAL

(1 semester hour)

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and her assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, Music 610, and suc-



Master of Music in Music Education

The Master of Music in Music Education is an advanced degree for teachers which provides curricula for the continuing professional development of music specialists who have baccalaureate degrees and North Carolina Class A teaching certificates in music education.

Specific objectives of the program are to enable the student to

- broaden her understanding of the role of music education in society;
- develop an understanding of the physical and psychological parameters of music and their influence on music learning and perception;
- extend her ability to work effectively with the music program and its integration into the total school curriculum;
- gain greater insight and skills in the use of techniques of research, in designing music projects, and in carrying out research projects;
- develop her particular interests through concentrated study in choral and/or general music education.

The student in the graduate program will have demonstrated intellectual ability and professional expertise as well as a high degree of

musicianship. She is expected to exhibit a deep commitment to graduate study and development in the profession.

Classes for the program are held in the Wainwright Music Building.

As changes are made in the Master of Music program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

ADMISSION

Application Procedures

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the Graduate Office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended;
2. A copy of the applicant's North Carolina Class A teaching certificate in music or its equivalent;

3. An official report of the applicant's scores on the Miller Analogies Test (MAT). Please see page 36 for information about administration of the MAT;
4. Two letters of recommendation from persons who are familiar with the candidate's competence in the field of music education;
5. An interview with members of the faculty.

To obtain information about departmental admission requirements or to schedule an interview contact:

Department of Music
Wainwright Music Building
Meredith College
Raleigh, North Carolina
27607-5298
Telephone: (919) 829-8536

Prerequisites

Entering graduate students must take departmental diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum score of 75 percent.

Information on specific competencies tested is available in the Music Office.

Satisfactory completion of the diagnostic tests must be accomplished before work on the Individual Project in Music Education or the optional thesis may be undertaken.

Diagnostic tests are given once each semester (including summer session), on dates announced each year.

PROGRAM OF STUDY

Students for the Master of Music in Music Education will successfully complete a minimum of 32 hours of graduate work.

<i>Required Courses</i>	Semester Hours
Music Education	32
MUS 624 - History and Philosophy of Music Education	3
MUS 625 - Selected Topics in Music Education (three two-hour courses)	6
MUS 694 - Individual Project in Music Education	2
Education	
EDU 610 - Advanced Educational Psychology	3
EDU 630 - Educational Research	2
Music Courses	
MUA - Applied Music	2
MUS 502 - Advanced Conducting	2
MUS 506 - Computers and Music (or demonstrated computer literacy, with music applications)	0-2
MUS 610 Basic Research in Music	2
Electives in Music (may include MUS 650, Thesis, for six hours)	5-7
Guided Elective	3
PSY 501 - Special Topics in Education: Human Development	
or	
PSY 502 - Special Topics in Education: The Exceptional Individual	
or	
PSY 505 Perception	

or MUS (Additional courses in music for students with a strong background in psychology, approved by the student's adviser.)

Upon completion of all other requirements, students must pass a comprehensive written and oral examination.



COURSE DESCRIPTIONS

Music Education

MUS 624 HISTORY AND PHILOSOPHY OF MUSIC EDUCATION

(3 semester hours)

A study of music education with reference to its historical development and evolution of current philosophies, practices and problems of teaching music in contemporary society. Attention will be given to the role of musical organizations in American life.

MUS 625 SELECTED TOPICS IN MUSIC EDUCATION

(2 semester hours)

Studies of various pedagogical topics in music education. Field work features implementation of projects in school classroom settings. Topics will include the following, among others:

- Music for the Exceptional Child
- Advanced Choral Methods
- Advanced Elementary Methods
- Testing Applications in Music

MUS 694 INDIVIDUAL PROJECT IN MUSIC EDUCATION

(2 semester hours)

A culminating project designed in advance by the student and her adviser. Occurring toward the end of the program, the project will give the student an opportunity to incorporate knowledge into a cumulative experience. Means of evalua-

tion will include a written paper and a videotape prepared by the student. Field experience in the classroom is a required component.

Education

EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY

(3 semester hours)

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom. Emphasis is placed on recent developments in learning theory, individual differences, and the assessment and control of behavior.

EDU 630 EDUCATIONAL RESEARCH

(2 semester hours)

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

Music Courses

*MUA APPLIED MUSIC

(1-3 semester hours)

Studio instruction in an instrument or voice, at the level appropriate to the student's proficiency. For one hour of credit per semester, the student receives one 30-minute lesson per week; for two to three hours credit, she receives two 30-minute lessons per week. She practices a minimum of five hours per week for each hour of credit. Determination of level is confirmed at jury examinations conducted at the end of each semester.

MUS 502 ADVANCED CONDUCTING

(2 semester hours)

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS 506 COMPUTERS AND MUSIC

(0-2 semester hours)

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

MUS 610 BASIC RESEARCH IN MUSIC

(2 semester hours)

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music.

Assignments introduce specific problems and resources; research papers are written on various topics as exercises.

MUS 650 THESIS

(6 semester hours)

Based on research techniques of MUS 610 and EDU 610, the student who elects the thesis option will write a major paper on a topic to be approved by her assigned faculty committee.

Prerequisites: MUS 610, EDU 610, and successful completion of all portions of the diagnostic tests in theory and music history.

*Additional charges (in 1989-1990, \$75 per semester for one 30-minute lesson per week; \$150 per semester for one 60-minute lesson per week).

An adviser for the thesis will be assigned by the department head. Two additional committee members will be selected to read the thesis and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the thesis are available in the Music Office.

Guided Elective—Choose one
PSY 501 SPECIAL TOPICS IN EDUCATION: HUMAN DEVELOPMENT

(3 semester hours)

A study of characteristics and changes throughout the life span, from conception to death. At each stage major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisite: Either general psychology or educational psychology

PSY 502 SPECIAL TOPICS IN EDUCATION: THE EXCEPTIONAL INDIVIDUAL

(3 semester hours)

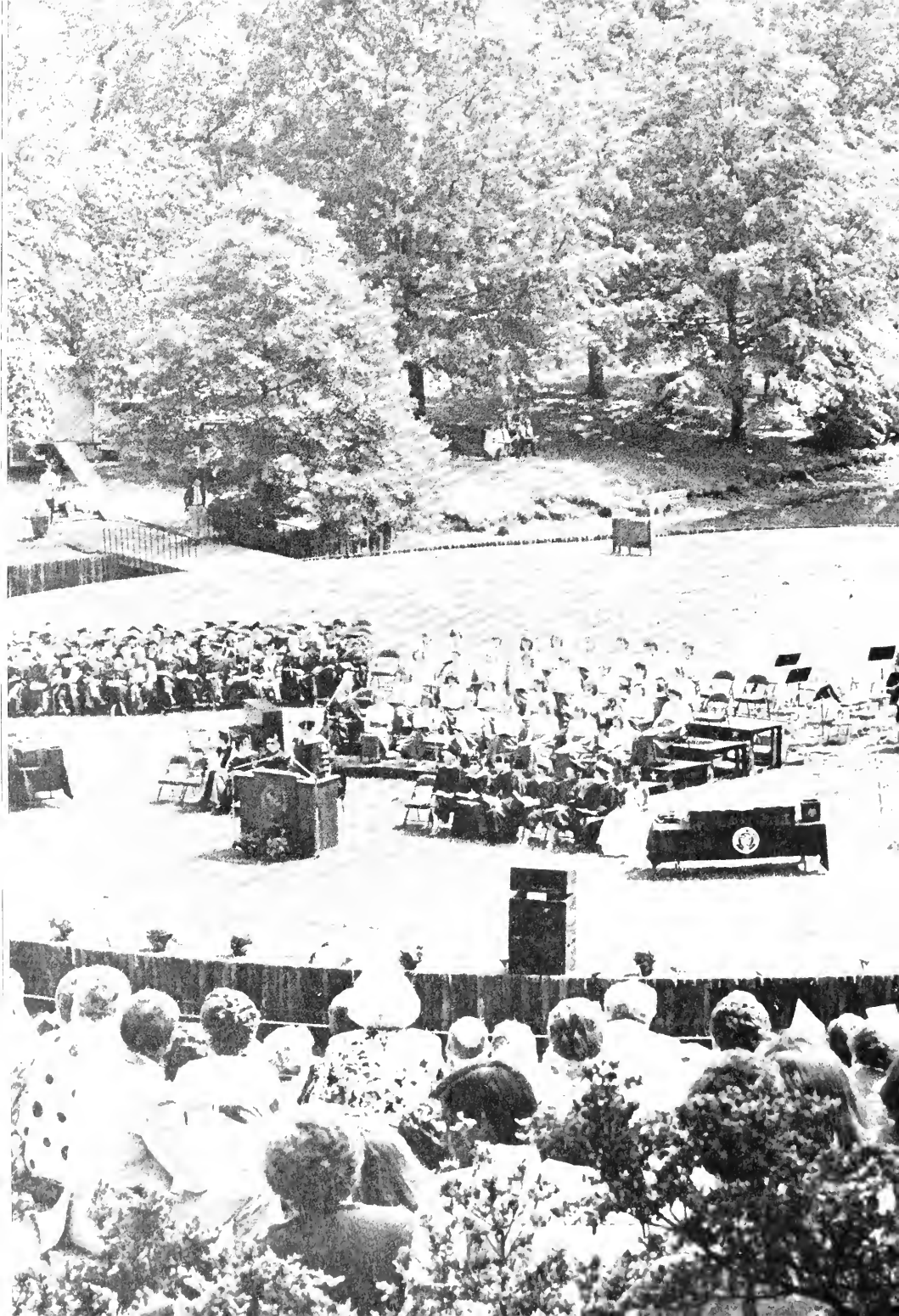
An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities.

PSY 505 PERCEPTION

(3 semester hours)

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

Additional electives in music may be selected from the listings in this catalog for the Master of Music in Performance and Pedagogy.



Directory of the Graduate School

ADMINISTRATION 1989-1990

The date in parentheses indicates the year in which the individual joined the Meredith administration.

JOHN EDGAR WEEMS, Ed.D. (1972)
President

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

CONNIESUE B. OLDHAM, Ph.D. (1988)
Dean of the Graduate School

DONALD L. SPANTON, Ph.D. (1983)
Head, Department of Business and Economics

LOIS E. FRAZIER, Ed.D. (1954)
Director, MBA Program

W. DAVID LYNCH, D.M.A. (1969)
Head, Department of Music

MARY S. JOHNSON, Ed.D. (1980)
Head, Department of Education

STAFF

CARROL B. SNODGRASS (1987)
Administrative Assistant

FACULTY

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

CLIFFORD H. BAKER, Ph.D. (Spring 1986)
Assistant Professor of Business
B.S., U.S.M.A., West Point; M.S., Purdue University; Ph.D., North Carolina State University.

RUTH BALLA, M.S. (1987)
Director, Academic Computing
B.A., Wilkes College; M.S., North Carolina State University.

M. TONY BLEDSOE, Ed.D. (1981)
Associate Professor of Business
B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, M.Ed. (1966)
Associate Professor of Mathematics
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

CATHERINE CHARLTON, Mus.M. (1987)
Instructor in Music
B.Mus., M.Mus., University of North Carolina at Chapel Hill.

GWENDOLYN CLAY, Ph.D. (1985)
Assistant Professor of Education
B.S., North Carolina State University; A.M., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)
Professor of Music
A.B., Elon College; M.S., Juilliard School of Music.

BROCK W. DOWNWARD, D.M.A. (1976)
Assistant Professor of Music
Mus.B., Oberlin College, M.M., D.M.A., Eastman School of Music.

JAMES C.B. FOGLE, Ph.D. (1977)
Associate Professor of Music
A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

PHYLLIS W. GARRISS, Mus.M. (1951)
Assistant Professor of Music
A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music.

JOSEPHINE GUGLIELMI, Ph.D. (1987)
Assistant Professor of Mathematics
A.B., Duke University; M.S., Ph.D., North Carolina State University.

ROSEMARY T. HORNAK, Ph.D. (1977)
Associate Professor of Psychology
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

JOHN P. HUGGARD, J.D. (1986)
Lecturer in Business
A.B., J.D., University of North Carolina at Chapel Hill.

JAMES R. JOHNSON, III, Ph.D. (1979)
Associate Professor of Business
A.B., Elmhurst College; Ph.D., Duke University.

MARY S. JOHNSON, Ed.D. (1980)
Associate Professor of Education
A.B., A.M., Western Carolina University; Ed.D., Duke University.

VIRGINIA KNIGHT, Ph.D. (1987)
Professor of Mathematics
A.B., Depauw University; A.M., Ph.D., University of Oregon.

JEROD KRATZER, Ed.D. (1986)
Assistant Professor of Education
B.S., St. Joseph's University; M.A., University of Delaware; Ed.D., North Carolina State University.



W. DAVID LYNCH, D.M.A. (1969)

Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

REBECCA J. MURRAY, Ed.D. (1974)

Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University; Post-doctoral study, North Carolina State University.

REBECCA J. OATSVALL, Ph.D. (1984)

Associate Professor of Business

B.S., M.Acc., Ph.D., University of South Carolina.

FRANCES McCACHERN PAGE, Ed.D. (1980)

Associate Professor of Music

A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

THOMAS C. PARRAMORE, Ph.D. (1962)

Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

JAMES W. POWERS, M.M. (1982)

Artist-in-Residence of Music

B.M., East Carolina University; M.M., Miami University.

DONALD L. SPANTON, Ph.D. (1983)

Associate Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

THERESA A. SPENCER, Ph.D. (1966)

Assistant Professor of Business

A.B., M.Econ., Ph.D., North Carolina State University.

SALLY THOMAS, Mus.M. (1983)

Instructor in Music

B.M., Meredith College; M.M., Ohio State University; Kodaly Certificate, Sam Houston State University.

ANTHONY J. VAGLIO, JR., Ph.D. (1971)

Associate Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

DOUGLAS J. WAKEMAN, Ph.D. (1984)

Assistant Professor of Business

A.B., Ph.D., University of North Carolina at Chapel Hill.

EDITH A. WEIR, Ed.D. (1988)

Assistant Professor of Education

B.Ed., Massey University; M.Ed., Ed.D., North Carolina State University.

1.



Administration

The John E. Weems Graduate School

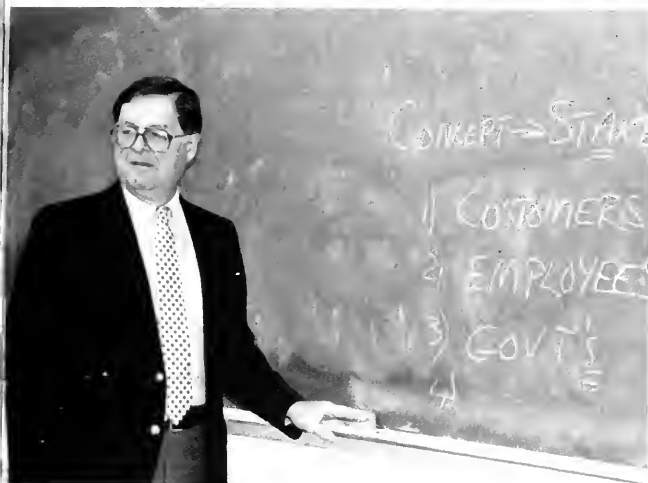
1. Conniesue B. Oldham, Ph.D.
Dean of the Graduate School
2. Donald L. Spanton, Ph.D.
Head, Department of Business and Economics
3. Carrol B. Snodgrass
Administrative Assistant
4. Mary S. Johnson, Ed.D.
Head, Department of Education
5. Lois E. Frazier, Ed.D.
Director, MBA Program
6. W. David Lynch, D.M.A.
Head, Department of Music

3.



4.





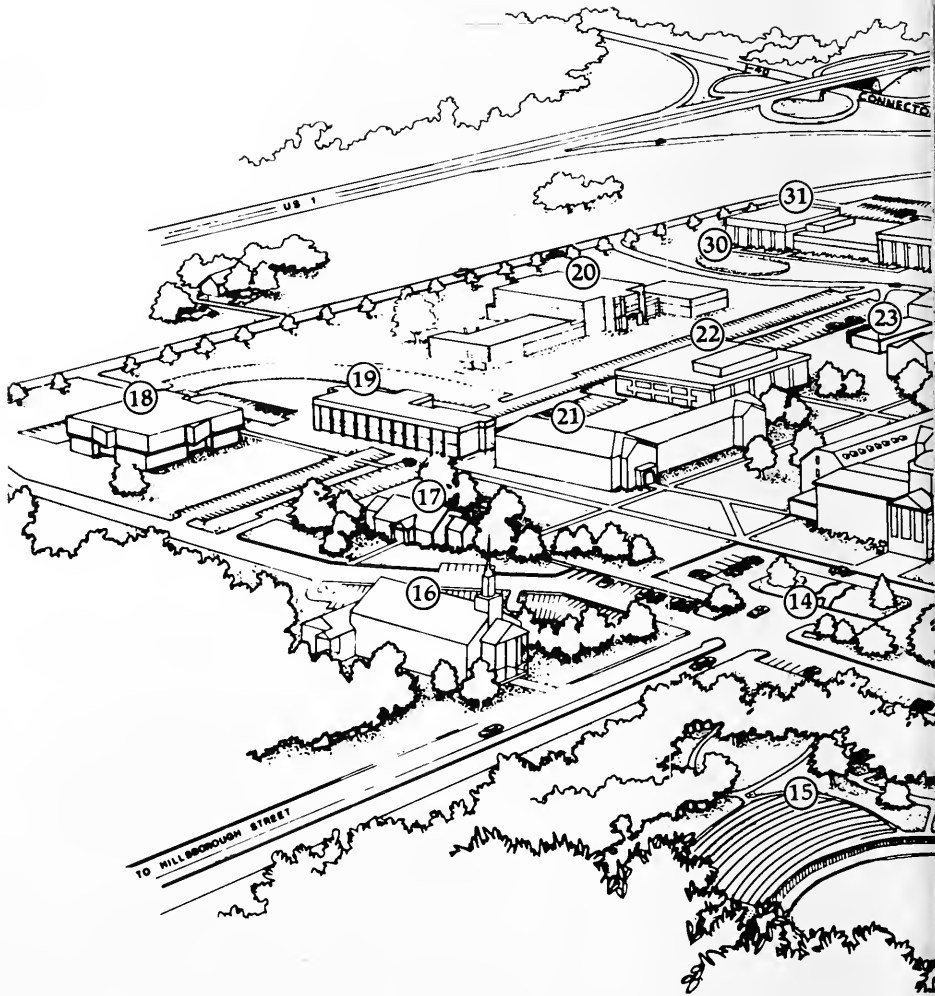
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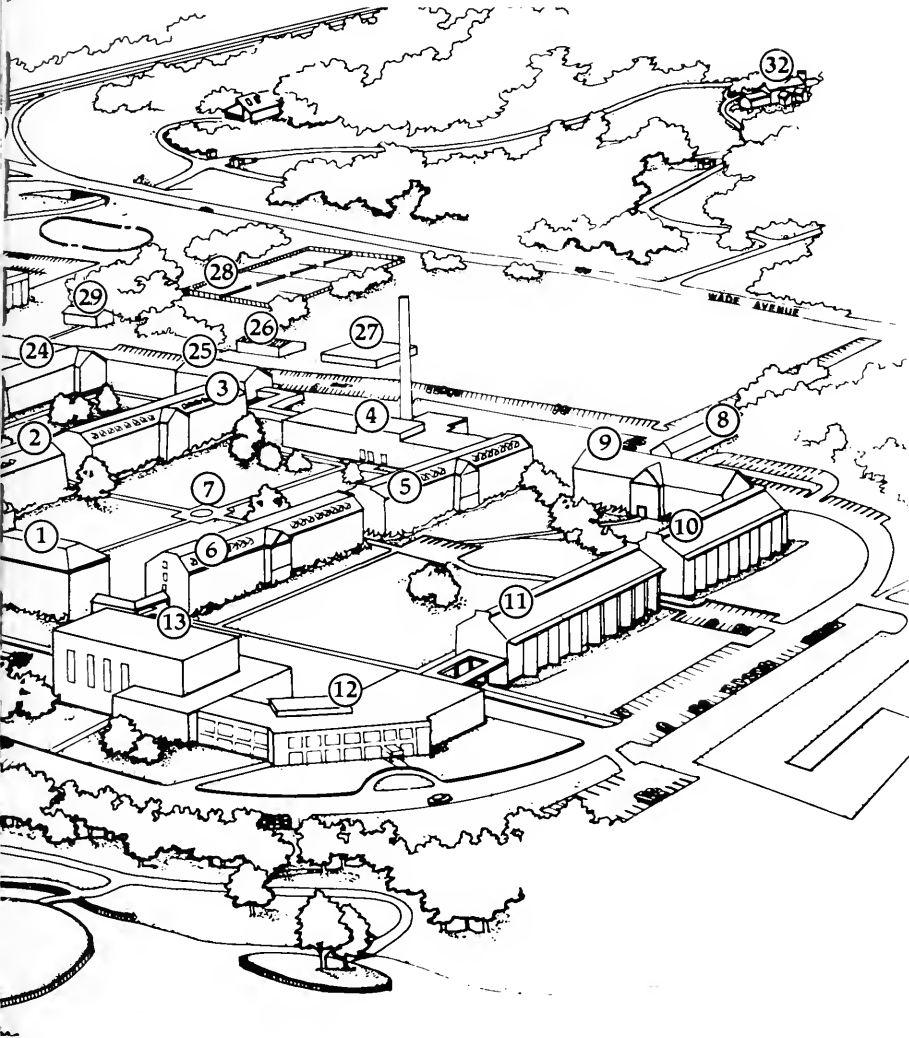


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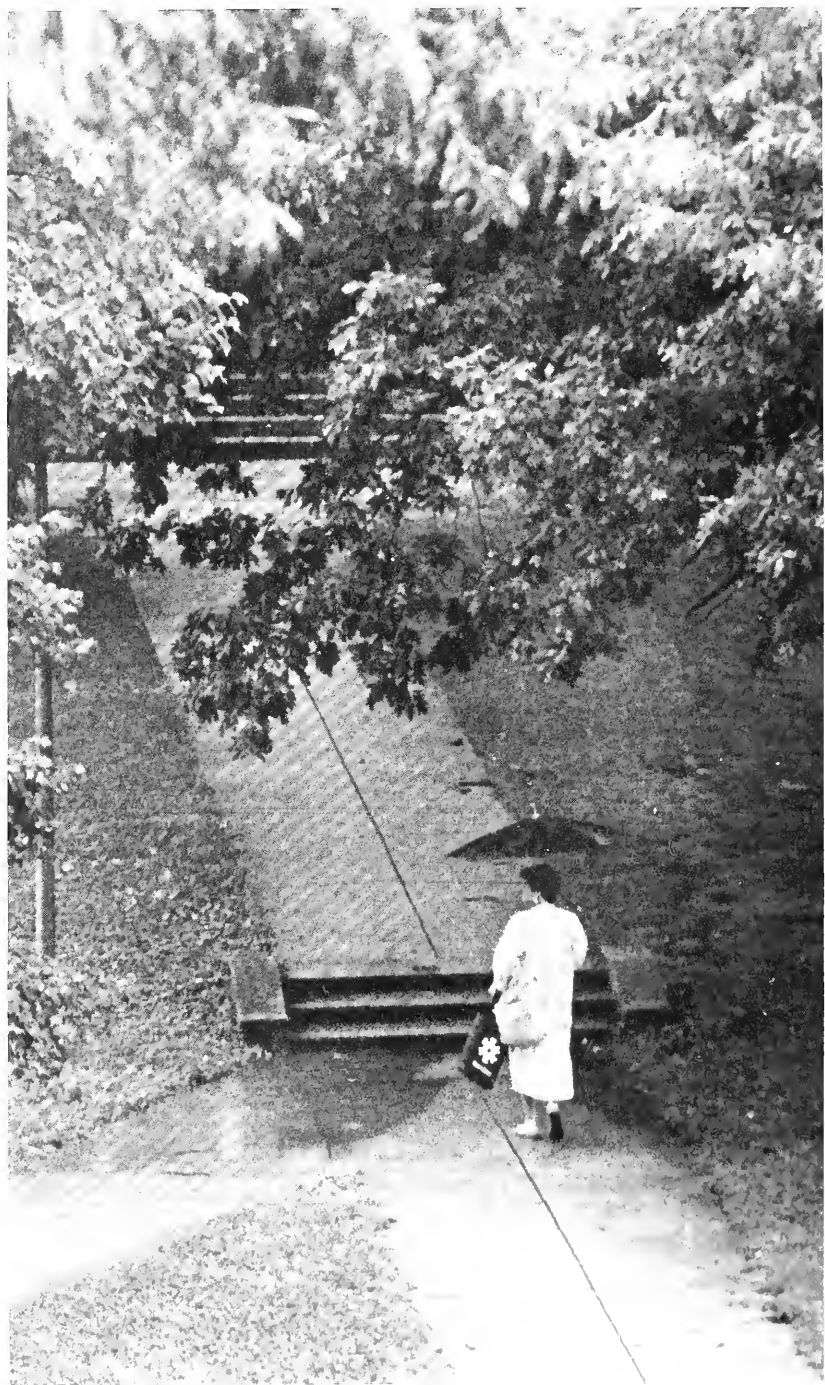


CAMPUS MAP

- | | |
|---|--|
| 1. Johnson Hall (Administration Building) | 10. Barefoot Residence Hall |
| 2. Vann Residence Hall | 11. Heilman Residence Hall |
| 3. Stringfield Residence Hall | 12. Harriet Mardre Wainwright Music Building |
| 4. Belk Dining Hall | 13. Jones Hall (Auditorium, Drama, Writing Center, Continuing Education) |
| 5. Faircloth Residence Hall | 14. Shaw Fountain |
| 6. Brewer Residence Hall | 15. Elva Bryan McIver Amphitheater |
| 7. Heck Memorial Fountain | 16. Christina and Seby Jones Chapel |
| 8. Maintenance Shop | |
| 9. Poteat Residence Hall | |



- | | |
|--|--|
| 17. Mae Grimmer Alumnae House | 26. Campus Security |
| 18. Cate Center | 27. Carroll Annex (Residence Hall) |
| 19. Shearon Harris Business Building | 28. Tennis Courts |
| 20. Gaddy-Hamrick Art Center | 29. Ellen Brewer Home Management House |
| 21. Joyner Hall | 30. Golf Putting Green |
| 22. Carlyle Campbell Library | 31. Weatherspoon Physical Education-Dance Building |
| 23. Mary Yarbrough Research Center | 32. Massey House (President's Residence) |
| 24. Hunter Hall | |
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The John E. Weems Graduate School
Raleigh, North Carolina

**The John E. Weems
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1992-1994**

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Catalogue
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1992-1994

**VOLUME 3
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President's Message

If this catalogue is your introduction to Meredith, its message—and mine—is to welcome you to this remarkable institution. The college is remarkable in many ways, one of which is her mission, as based on the vision of her founders and the aspirations of her first faculty and administration. "It is the aim of the university," declared the administration of 1899, "to furnish the young women of the South educational advantages equal in excellence and personal value to those enjoyed by the opposite sex at as moderate cost as possible."

Unlike other institutions of its day, which were dedicated to the education of women, Meredith was not preparing dilettantes to entertain friends on a Sunday afternoon in the front parlor; rather it was preparing its young women to make a substantial contribution to society and to assume leadership positions along side their male counterparts.

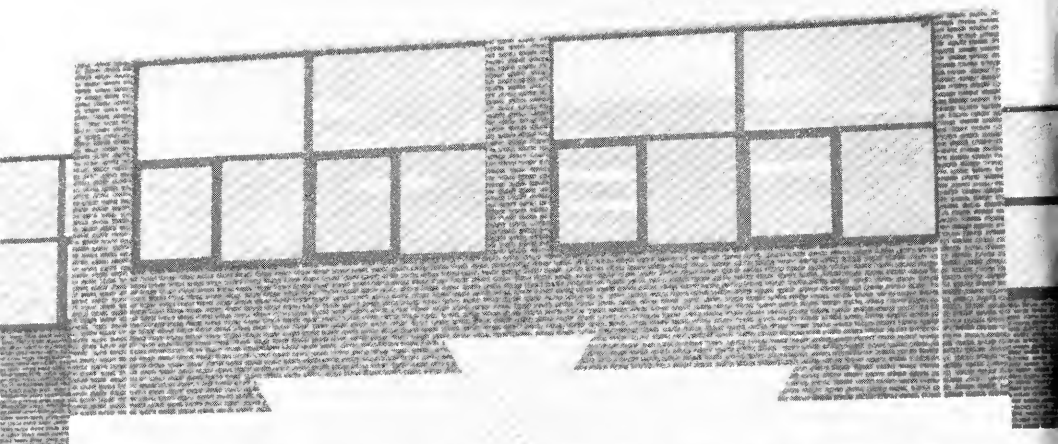
The John E. Weems Graduate School fulfills the mission of the College by encouraging academic inquiry, providing opportunities and facilities for advanced study and research, and developing professional specializations.

The aspirations of today's faculty and administration indicate a strong commitment to the ideals of their predecessors. We are, as we have been, unabashedly ambitious to be great. We have proven that we can and will provide the latest methods, newest techniques, and highest technologies to accomplish our mission. Our commitment to quality is strongly reaffirmed and supported by every means we have at our disposal.

We look forward to the Graduate School's future with excitement, imagination, and energy.



John E. Weems
President



General Information

The purpose of the John E. Weems Graduate School is to provide excellence in graduate education and to support the research and scholarly activities associated with it. Congruent with the undergraduate purpose of the College, graduate programs seek to educate women under Christian auspices and within a Christian context. Specific goals include the following:

PURPOSE

- 1) To emphasize integrity in scholarship and personal relationships;
- 2) To emphasize values, ethics, and excellence in graduate education and scholarly work;
- 3) To promote cultural diversity and intellectual collegiality;
- 4) To attract, develop, and retain a faculty who strive for excellence in teaching, scholarship, and artistic performance.

At Meredith College, graduate study is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual educational goals.

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided

A COLLEGE FOR WOMEN

outstanding leadership and service to their communities. Meredith's graduate programs represent an extension of its mission as an undergraduate Christian college for women. These programs provide curricula and instruction for the continuing professional development of women in the fields of business, education, and music.

ACCREDITATION Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the National Council for Accreditation of Teacher Education. The College is a member of the American Association of Colleges, the North Carolina Association of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for Membership in the American Association of University Women.

HISTORY Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee for a women's college and was a member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, it offered the master's degree from 1899 to 1915. In 1909 it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. The campus, first located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. The College has grown from the single building in downtown Raleigh to a 225-acre campus.

Since the fall of 1983, the College has offered master's degrees in business administration, elementary education, and music. In 1988, the Graduate Studies Program at

Meredith was renamed the John E. Weems Graduate School of Meredith College in honor of Meredith's seventh president, who was instrumental in the establishment of the graduate program.

Student Life

Graduate students at Meredith are an important dimension of campus life. Lectures, concerts, worship services, convocations, and special events are open to all graduate students. The aim of Meredith is to offer a fully-developed student life program for its graduate students.

Cate Center, a modern facility which serves as the student center, provides a study and meeting area, which offers graduate students the convenience of a telephone, as well as a bulletin board for announcements and information. Also in Cate Center is Le Greenhouse Cafe, where students can purchase traditional "fast foods" as well as healthful meals and snacks. The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials.

Belk Dining Hall, the college cafeteria, is available to graduate students and serves three meals a day: breakfast 7:15-8:15 a.m.; lunch 11:00-1:15 p.m.; dinner 4:30-6:15 p.m.

Carroll Health Center serves as a resource center for information on health and offers the services of a registered nurse 24 hours a day.

Recreational facilities include the indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and special seasonal programs of worship. The campus minister and his staff are available to students for counseling

Student Identification

Students are required to have I.D. cards, application for which may be made at the time of enrollment. Campus security may check student identification when deemed necessary.

STUDENT SERVICES

Library

The Carlyle Campbell Library has a collection of 120,912 catalogued volumes and 650 current periodicals. A computerized bibliographic retrieval system provides direct assistance for graduate research. The music library is located in Wainwright Music Building.

Career Services

The Meredith College Office of Career Services and Cooperative Education offers a variety of services for graduate students. Located in Cate Center, the purpose of the career services office is to facilitate the career development of the Meredith community through relevant programs, counseling, resources, and educational activities. The office assists students in career exploration, employment assistance, cooperative education, and resource information.

Due Process

Students who are experiencing problems with a grade or other aspects of a course should first discuss the matter with her professor. It is the professor's responsibility to fully explain all grades and requirements of a course. If the problem is not resolved, the student or professor should consult the department head. Should further action be required, the matter should be reported to the dean of the graduate school.

FACULTY/ ADMINISTRATION

The faculty at Meredith constitutes the fulcrum around which the College functions. Faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, serve on committees, and help establish the academic policies of the College. They are also active in the Raleigh community.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational, and cultural resources directly accessible to Raleigh



Administration

John Edgar Weems, Ed.D. (1972)
President

Craven Allen Burris, Ph.D. (1969)
Vice President and Dean of the College

Mary S. Johnson, Ed.D. (1980)
Dean of the Graduate School

Donald L. Spanton, Ph.D. (1983)
Head, Department of Business and Economics

Sandra Hanner, M.B.A. (1987)
Coordinator, M.B.A. Program

W. David Lynch, D.M.A. (1969)
Head, Department of Music

James C.B. Fogle, Ph.D. (1977)
Coordinator, Music Programs

Gwendolyn Clay, Ph.D. (1985)
Head, Department of Education

DEGREES OFFERED Meredith offers the graduate degrees of Master of Business Administration, Master of Education in Elementary Education, and Master of Music (education, performance and pedagogy). The curriculum is designed to introduce students to the latest in technology, to explore new concepts and media, and to develop new techniques in research and performance. Students have the opportunity to tailor certain parts of their program to meet individual needs.

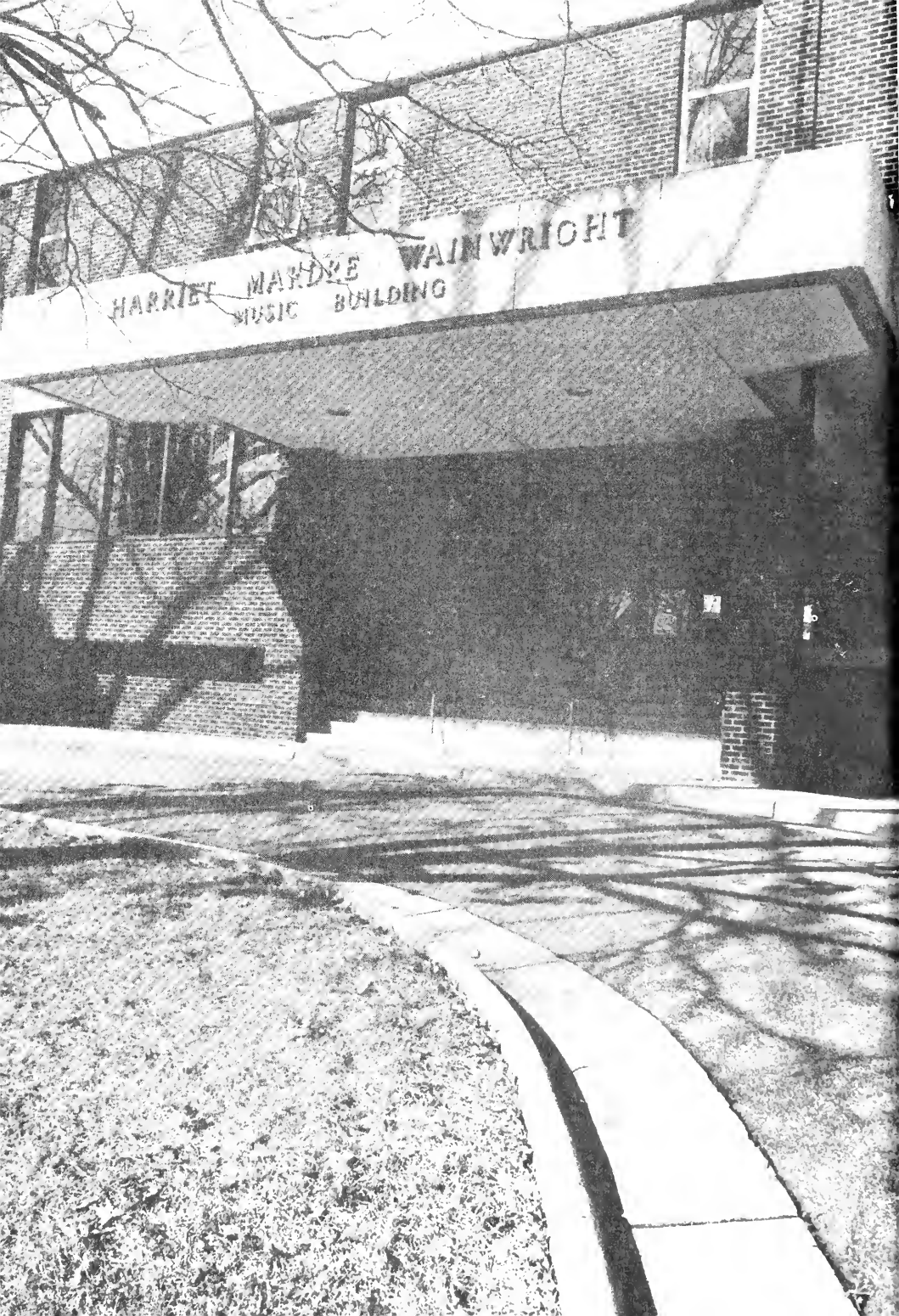
NONDISCRIMINATORY POLICY Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, athletics or other school-administered programs. Further-

more, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973.

Founded upon the premise that dishonesty of any nature has no place at Meredith, the honor system demands personal integrity of each student. The honor system, through the spirit of the community it engenders, encourages freedom and trust essential to intellectual growth and maturity. Any dishonest behavior should be reported to the dean of the graduate school.

HONOR SYSTEM

HARRIET MARDE WAINWRIGHT
MUSIC BUILDING



Admissions, Costs, and Financial Aid

The graduate programs operate on a continuous admissions procedure; however, for admission to a program, an applicant's file must be complete by August 1 for fall admission, December 1 for spring admission, and May 1 for summer admission.

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of her baccalaureate level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by the departments offering the graduate programs.

Applications may be obtained by writing or calling

John E. Weems Graduate School
110 Johnson Hall
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
Telephone: (919) 829-8423

Application materials as prescribed by each program should be submitted to the John E. Weems Graduate School at the address above. A \$25 non-refundable application fee must accompany all applications. Six semester credit hours is considered full-time in each of the graduate programs.

The graduate programs recognize the following types of admissions:

ADMISSIONS PROCEDURE

Regular Admission

An applicant fully qualified by departmental admissions criteria is granted this type of admission. A student's regular admission status is terminated if requirements for the degree are not completed within six years, unless the student requests the dean of the graduate school to grant an extension.

Provisional Admission (MBA and Music Programs)

The applicant who does not fully meet departmental admissions criteria may be granted provisional admission. A student who is granted this type of admission because of weakness in her academic record or admission test scores may be awarded regular admission if she earns grades of B or better on her first six hours of graduate work at Meredith and meets other conditions established by the department in which the degree will be offered.

A student granted provisional admission because of her academic record or admission test scores who does not make at least B grades on her first six hours of graduate work or who fails to meet other departmental conditions will be dropped from the program. A student who is granted provisional admission because she lacks program prerequisites may be granted regular admission status after she meets the prerequisites. All prerequisites must be completed with a grade of C or better.

Provisional status is limited to two calendar years. If a student fails to qualify for regular admission within two years, she will be dropped from the program. A student who is dropped from the program or denied regular admission by the department may appeal this decision to the dean of the graduate school.

Post-Baccalaureate Study Admission

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a degree program. Not more than 6 hours taken in this manner may be applied toward graduate degree requirements.

A person who applies for post-baccalaureate admission must submit a post-baccalaureate application and have official transcripts from all colleges and universities she has attended sent directly from the college or university to the John E. Weems Graduate School.

A student who applies for admission and is accepted for a particular semester must notify the dean of the graduate school or her adviser one week before the beginning of the semester if she wishes to delay admission to a later semester. If an applicant has not enrolled within one year, she will be informed in writing that her application will be purged from the files unless she requests within 30 days that it remain active.

Except in cases where English is her native language, the international applicant must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). These scores must not be over one year old, unless the student has been enrolled full-time in an accredited American college or university during the interim. The College does not accept personal copies of score results; they must come directly from the Educational Testing Service. The TOEFL Bulletin of Information is available at American embassies and consulates or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey, 08541-6155.

INTERNATIONAL STUDENTS

The international student must also present copies of the following forms to the graduate office:

- (1) Passport
- (2) Visa*
- (3) Arrival/Departure Record (if applicable)
- (4) I-20 ID if applicable

*If an applicant holds an F-1 visa, she must list the school or college she has permission to attend and submit a copy of her current I-20 form. The College will assist her in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 visa will be conditional until the proper visa is obtained.

- (5) Alien Registration Number (Permanent resident only)
- (6) Financial statement showing resources for a two-year period

Meredith College requires official college transcripts; personal copies of transcripts are not accepted. The student must request the registrar of each institution in which she has enrolled, including summer sessions, to send an official transcript to the graduate school office.

An international student judged academically admissible will be required to give proof of financial responsibility for her education.

VISITING STUDENTS

Each visiting student must submit a post-baccalaureate application and a letter from the school to which she plans to transfer the credit stating that she has permission to take specific courses at Meredith. In addition, the visiting student must request that the registrar at Meredith send a copy of her transcript to her school when she completes her courses.

COOPERATING RALEIGH COL- LEGES (CRC) CREDIT

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State University and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement, Meredith graduate students may take courses at any of the other five campuses.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. The Graduate Studies Committee will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of graduate credits a student may take through CRC to fulfill degree requirements is six. Prerequisite courses

may also be taken through CRC with the approval of the student's adviser.

Charges for graduate courses are published each semester in the registration information. Additional charges are added for certain applied music lessons in the Master of Music program.

COSTS

In order to complete registration, a student must

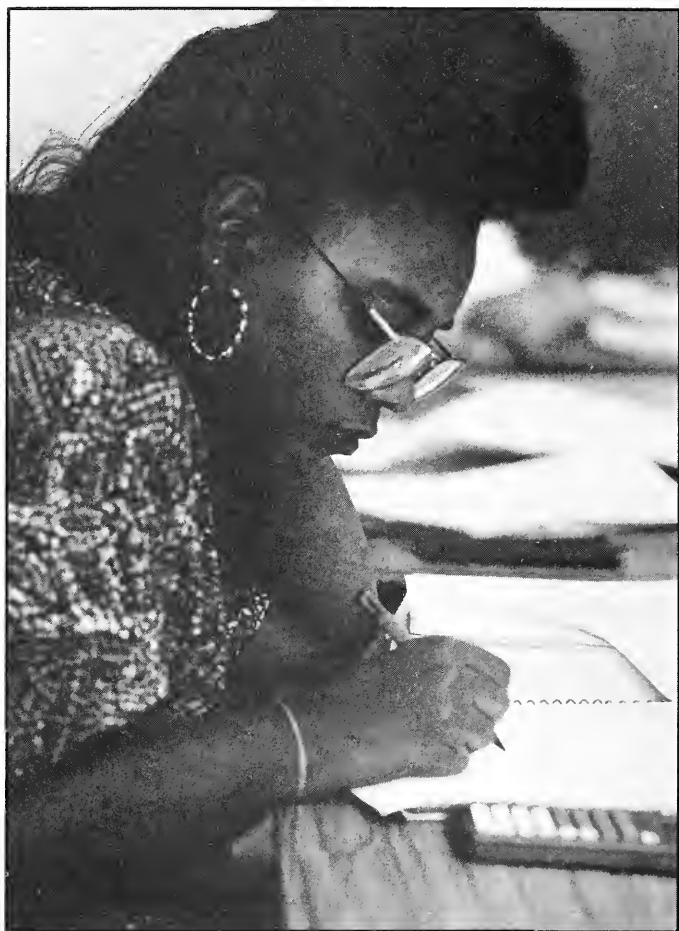
- 1) arrange a conference with her faculty adviser,
- 2) complete the schedule card,
- 3) take the schedule card to the graduate office, and
- 4) make payment according to schedule specified in registration material.

Parking

A student parking on campus is required to have a parking sticker. A decal may be purchased for the academic year (August to August) at the time of registration or in the campus security office between 8:00 a.m. and 4:30 p.m. Monday-Friday. Spaces on the south side of Harris Hall are available for graduate students, and other spaces are available near Wainwright Music Building adjacent to the Meredith lake. A sticker will permit parking in any space marked "commuter."

The Guaranteed Student Loan Program permits a student who is recommended by the College to borrow from a bank or other financial institution. Such a loan is guaranteed by the federal government, and interest on the loan is paid by the government while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in the College. Applications for this loan may be obtained at the Office of Scholarships and Financial Assistance in Johnson Hall or through the College Foundation, Inc., Box 12100, Raleigh, N.C. 27605.

FINANCIAL AID



Two scholarship funds provide financial assistance to students in the Master of Business Administration program. Information about these scholarships may be obtained from the coordinator of the MBA program.

SCHOLARSHIP AND TUITION GRANT

- (1) The Shearon Harris Scholarship Fund was established in memory of Mr. Harris by his family to express a commitment to church-related higher education and to perpetuate his interest in Meredith College students.
- (2) The Wyford Scholarships are made possible by a bequest from Ms. Louise Ledford Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship fund was established in memory of her husband, Commander Guy E. Wyatt; her mother, Mrs. Bess J. Hord; and her father, John Ferris Ledford.

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in the Master of Education or the Master of Music Education degree program. Students must be under contract in a secondary or elementary, public or private, North Carolina school system. In order to verify this status, the principal of the school must complete a form and return it to the accounting office.

The A.J. Fletcher Foundation offers fellowships to graduate students in music. Information about these fellowships may be obtained from the coordinator of music graduate studies or the music office.



Academic Policies

The professor should inform each class in writing on the syllabus of his/her inclement weather policy.

**INCLEMENT
WEATHER**

Each professor is responsible for evaluating a student's performance in class. Using the official grading system (given below) the professor decides the weight allotted to each aspect of the student's work in the course. It is the obligation of the professor at the beginning of each semester to explain the various components of the grading in the course and the procedure by which the final grade is determined. Mid-semester reports are made to the program coordinators on each student who is making a grade of C or lower. Although this report is not a grade and is not incorporated into the permanent record, students should be informed of poor work. When an individual student raises a question about her grade, she should be dealt with openly and fairly. A student should have the opportunity to examine assignments she submits and to understand the mark assigned to it. Each professor should be willing to discuss any grade with the student and must make it clear that if the student is still not satisfied, she may consult with the head of the department and then with the dean of the graduate school.

GRADING

Grade report rosters will be sent to each professor near the end of each term. The professor will enter the final grades and return the rosters to the graduate office. Grades should be reported within 48 hours after the final exam is given, except in courses with multiple section exams, in which case the professor is granted an additional 24 hours for each section beyond the first

section. A "Grade Verification Roster" is sent to each professor. This enables the professor to see the grade that was sent to the student. When mistakes occur, they should be reported to the dean of the graduate school.

The following grading system applies to all graduate courses:

A	Excellent
B	Satisfactory
C	Low Passing
F	Failure
W	Withdrawal
WP	Withdrawal-Passing
WF	Withdrawal-Failing
I	Incomplete
Z	Interim grade
Au	Audit

The "I" grade is given when a student and a professor have agreed that, for good reason, the student cannot complete the course on time. The professor sets forth the requirements for completing the course during the next semester. These requirements should be clearly understood by both the professor and the student. An agreement between the professor and the student, relative to the work to be completed and the time it must be submitted, must be filed in the graduate office. All work must be completed no later than the final class day of the following semester or the grade becomes an F.

A "Z" grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the graduate office.

An "N" grade will be assigned at the discretion of the graduate office when a grade roster has not been turned in by a professor. There must be a grade for each student in every course before the grade processing can begin. There are instances when the processing must start before all grades have been reported and in these cases the "N" grade will be assigned for any missing grade.

A professor may make grade changes in consultation with the dean of the graduate school. Grades may not be changed later than the last class day in the semester following the term during which the course was taken. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over. (Does not apply to an "I" grade.)

GRADE CHANGES AND CORRECTIONS

A professor may make grade corrections in the graduate office.

Request for transfer of graduate credit from another institution will be evaluated by the department. Requests for transfer of credit should be accompanied by an official transcript and course descriptions. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College.

TRANSFER CREDIT

A student who wishes to change grading for a course from letter grade credit (A-C) to audit must submit a completed drop/add form, signed by her professor and adviser, to the graduate school office within the first twelve hours of instruction in the course. A fifty-minute class is considered as one hour of instruction.

AUDITING A COURSE

A student may add a course or change sections only during the first three hours of course instruction, and only if space is available in the class and with consent of the professor. A fifty-minute class is considered to be one hour of instruction. Drop/add forms must be signed by the student, her professor, and her adviser and be submitted to the graduate school office.

ADDING/ DROPPING A COURSE

A student may drop a course and receive a grade of W through the first twelve hours of instruction. A student may drop with a grade of WP or WF up to the point at which six hours of instruction remain. (This policy is based on a three-hour course and would be adjusted for a course granting fewer hours; a fifty-minute class is considered to be one hour of instruction). Drop/add forms must be signed by the student, her professor, and her adviser and be submitted to the graduate school office.



WITHDRAWAL FROM PROGRAM

A student who wishes to withdraw permanently from a program must submit an official withdrawal form, signed by her and her adviser, to the graduate school office.

When a student exceeds the six-hour limit of C grades, she is dropped from the program. She may file a written appeal of her dismissal with the dean of the graduate school.

If she is readmitted, she must repeat all courses with grades of C or below in excess of the six-hour limit, and she must meet other requirements specified by the dean of the graduate school.

If a graduate student receives an F grade, her status is automatically reviewed by the department. She will be notified within 10 working days if she will be allowed to continue the program, and of the specific conditions of continuation, if applicable. A student may appeal the decision in writing to the dean of the graduate school.

RETENTION

If the graduate student withdraws from courses before the end of a semester, she is responsible for the following percentage of full semester tuition:

REFUNDS

During the first three class hours of instruction:

0%

After three class hours and up to six class hours:

20%

After six class hours and up to twelve class hours:

40%

After twelve class hours:

100%

This schedule is based on a three semester credit-hour course, and a fifty-minute class is considered one hour of instruction. If a student has not paid the full tuition for the semester, she will be billed according to the requirements above.

A student who wishes to interrupt her graduate study for at least one semester should notify her adviser of her intent by signing a leave of absence form. She may later return to the program with the same status she held at the time of her departure and under the same catalogue. This policy does not change the six-year time limit (starting when she entered the program) required for completion of the graduate degree.

INTERRUPTED STUDY

Special study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum. This category includes individual study, special topics, off-campus study (foreign and otherwise), and community internships. Mem-

SPECIAL STUDIES

bers of the faculty or students who wish to use this category must obtain the approval of the head of the department, the dean of the graduate school, and the adviser.

ACADEMIC ADVISING

After an initial meeting with the program coordinator, each graduate student will be assigned an academic adviser in her department who will assist her in planning her program of study from beginning to completion.

FILING FOR GRADUATION

A student must file for graduation in the graduate office and pay a \$50 graduation fee. Those who plan to graduate in May or August must file by December 1; graduates in December must file by May 1.

COMMENCEMENT

Commencement is held in May of each year. August and December, as well as May graduates, are encouraged to participate in the commencement activities. No student may take part in commencement unless all degree requirements have been fulfilled.

DEGREE REQUIREMENTS

The following requirements/restrictions will apply to all students who receive the master's degree from Meredith College:

- (1) A student may not apply more than six hours of C grades toward her degree.
- (2) A student is expected to complete requirements for her degree within six calendar years. Under unusual circumstances, she may request an extension. The request must be made to the dean of the graduate school and be endorsed by the department.
- (3) A culminating activity, designed to integrate the knowledge, skills, competencies, and values addressed in each program, is expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.

- (4) A student who has completed all course work toward her degree, but who has not completed the other degree requirements must be registered for one hour per semester. The course is numbered 800 and carries no graduate credit.
- (5) Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.
- (6) A student may not apply more than six hours of transfer credit to a degree program.
- (7) A student may not apply more than six hours taken at Meredith as a post-baccalaureate student toward degree requirements.
- (8) A student may not apply more than six hours of CRC credit to a degree program.
- (9) All prerequisites must be completed with a grade of C or better.



Master of Business Administration

The Master of Business Administration program at Meredith College is designed to provide advanced study for women who are currently in management or administrative positions or who aspire to such positions. An applicant must have graduated from an accredited college or university at least two years prior to admission or must demonstrate readiness for graduate work. The primary purpose of the program is to provide women with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables women to make greater contributions to their organizations, to advance in their careers, and to obtain increased job satisfaction.

Specific objectives of the program are as follows:

- (1) to improve analytical, problem-solving, communication, and decision-making skills;
- (2) to integrate business experience with current theories of management and to explore new business concepts in marketing, economics, and accounting;
- (3) to analyze alternative solutions to business problems involving social, legal, economic, political, and ethical factors; and
- (4) to develop techniques for meeting the challenge of changing technology and management innovations.

All graduate classes are taught in the evening. For those students who did not major in business as under-

graduates, the prerequisites are frequently available either in the day or in the evening. Classes are usually held in the Shearon Harris Building.

As changes are made in the Master of Business Administration program, adequate notice will be given to enrolled students.

APPLICATION PROCEDURES

After submitting the application form for graduate school and the application fee, an applicant must submit the following materials to the graduate school office in support of the application:

- (1) An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended. A minimum undergraduate GPA of 2.50 is required.
- (2) An official report of the applicant's scores from the Graduate Management Admission Test (GMAT). A minimum GMAT score of 350 is required.
- (3) Two letters of recommendation from people with knowledge of the applicant's work or ability.
- (4) Statement of business work experience.
- (5) International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 13 for other documents international students must provide.)

In addition, the applicant should schedule an interview with the coordinator of the MBA program. To schedule an appointment, the student may write or call

Coordinator of the MBA Program
117 Shearon Harris Building
Meredith College
Raleigh, NC 27607-5298
Telephone: (919) 829-8474

Refer to page 11 for admission dates.

The GMAT is given four times a year—January, March, June, and October. Applications for the test must be submitted to Educational Testing Services prior to the date of the examination (postmark deadlines are announced by ETS). Application forms for taking the GMAT may be obtained from the coordinator of the MBA program, the Office of Career Services at Meredith, or directly from

Graduate Management Admission Test
Educational Testing Service
CN 6103
Princeton, New Jersey 08541-6103

The applicant should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the College will receive a record of her test scores.

The GMAT must be taken by the second semester the student is enrolled at Meredith or prior to enrollment in her third graduate course, whichever comes first. GMAT scores and undergraduate grade point averages are used in the following admissions formula:

$$(\text{GPA} \times 200) + \text{GMAT} \geq 950$$

A student who makes a GMAT score below 350 must repeat the test regardless of her grade point average. An undergraduate GPA of 2.50 or above is required for admission.

The MBA program utilizes two types of admission: regular and provisional. (See pages 12 and 13.) Applicants for admission must submit all material listed under Application Procedures. (See page 28.) Admission status of applicants is determined according to specified criteria.

Regular Admission

Regular admission is granted to applicants who have completed the application process satisfactorily, completed all prerequisites with a grade of C or better, and removed any condition relative to the admission formula (described under provisional admission).

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

ADMISSION REQUIREMENTS

Provisional Admission

Provisional admission may be granted to applicants who

- (1) submit all application materials;
- (2) lack one or more prerequisites with grade of C or better;
- (3) have not met the minimum score of the admission formula.

A student who has not met the admission formula— $(\text{GPA} \times 200) + \text{GMAT} \geq 950$ —has two options: repeat the GMAT and earn a score high enough to meet the formula or earn a grade of at least a B on her first two graduate courses, as designated by her adviser at Meredith.

Post-baccalaureate Admission

Post-baccalaureate admission permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Prior to beginning course work, the student must submit a post-baccalaureate application form and transcripts from all colleges and universities she has attended.

If the post-baccalaureate student decides to apply as a degree candidate, she must meet all requirements for admission. She may count toward her degree only six hours of graduate work taken as a post-baccalaureate student.

Notification of Admission

Applicants are notified of admission status by the coordinator of the MBA program upon completion of the evaluation process.

Applicants are encouraged to start the application procedures early in order that the material may be evaluated and decisions may be made promptly.

PROGRAM OF STUDIES

The MBA Program includes 18 hours of prerequisites and 36 hours of graduate work.

Prerequisites

The following courses are prerequisites:

Economic Principles (ECO 210, 211, or equivalent)	6 hours
Accounting Principles (BUS 230, 231, or equivalent)	6 hours
Basic Statistics (MAT 245 or equivalent)	3 hours
College Algebra (MAT 110 or equivalent)	<u>3 hours</u>
TOTAL	18 hours

A student may complete prerequisites while she is classified under provisional admission, but all prerequisites must be completed with a grade of C or better.

Prerequisites may be satisfied by former or current course work or by examinations provided by the coordinator of the MBA program and administered by specified faculty members in the relevant subject areas. A grade of C or better is required.



**GRADUATE
COURSES**

A candidate for the Master of Business Administration degree must successfully complete the following 36 semester hours of graduate work:

Required Courses	Semester Hours
ECO 610 Macroeconomic Environment of the Firm	3
ECO 611 Managerial Economics	3
BUS 630 Accounting for Managerial Decisions	3
BUS 635 Managerial Finance	3
BUS 640 Management Information Systems	3
BUS 646 Management Processes and Policy	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 654 Legal, Regulatory, and Ethical Issues	3
BUS 660 Marketing Strategy	3
BUS 699 Management Seminar	3
	<hr/>
	33
Electives	
BUS 690 Independent Study	3
OR	
BUS 695 Special Topics in Business	
	<hr/>
Total	36

ECO 610 MACROECONOMIC ENVIRONMENT OF THE FIRM

Study of the theory and practice of monetary and fiscal policies employed by the Federal Government to achieve full employment, price stability, and economic growth. The focus is upon the effects of these policies on the performance of the firm and the implication of such upon managerial decision-making. Prerequisite: ECO 210.

3 hours

ECO 611 MANAGERIAL ECONOMICS

An analysis of the application of microeconomic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets. Prerequisite: ECO 211.

3 hours

BUS 630 ACCOUNTING FOR MANAGERIAL DECISIONS

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation. Prerequisites: BUS 230 and 231 and MAT 245.

3 hours

BUS 635 MANAGERIAL FINANCE

An examination of the role of financial management of the firm in short-and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, vaulting cash flows, capital structure, managing working capital, and optimal investment policy. Prerequisites: BUS 231, ECO 211, and MAT 245.

3 hours

BUS 640 MANAGEMENT INFORMATION SYSTEMS

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

3 hours

BUS 646 MANAGEMENT PROCESSES AND POLICY

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation are used to provide realistic interpretation of the subject matter.

3 hours

COURSE DESCRIPTIONS

**BUS 648 ORGANIZATIONAL THEORY
AND BEHAVIOR**

An intensive investigation of human behavior in organizational settings that stress the impact of motivation and leadership by decision makers on individuals and groups. Topics considered are organization, design, conflict resolution, attitude change, and concept of power. This is accomplished by extensive use of case studies, theoretical models, and role play. Prerequisite: BUS 646

3 hours

**BUS 649 QUANTITATIVE ANALYSIS
FOR MANAGEMENT**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: MAT 110 and 245.

3 hours

**BUS 654 LEGAL, REGULATORY,
AND ETHICAL ISSUES**

An evaluation of the legal, political, and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business.

3 hours

BUS 660 MARKETING STRATEGY

An analysis of the marketing management decision process, with particular emphasis on market opportunity analysis, strategy development, planning, and the integration of marketing with overall corporate strategy.

3 hours

BUS 690 INDEPENDENT STUDY

A problem selected by the student, approved by the head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the department head, director of MBA program, and dean of the graduate school. Activities include research (primary or library), reading, and conferences with the faculty member.

3 hours

BUS 695 SPECIAL TOPICS IN BUSINESS

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need.

3 hours

BUS 699 MANAGEMENT SEMINAR

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case studies that include social, ethical, political, financial, and economic factors. Prerequisites: completion of 24 hours of graduate courses, including BUS 646.

3 hours

COE 600 COOPERATIVE EDUCATION

A cooperative educational experience with companies and agencies approved by the Office of Career Services and Cooperative Education and the student's academic adviser. Participating students are supervised by an adviser assigned by the department. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. Prerequisite: three semester hours of graduate credit at Meredith.

1-3 hours



Master of Education

The goal of the Master of Education degree program is to provide curricula for the continuing professional development of the elementary school educator who has a baccalaureate degree and who has a North Carolina Class A teaching certificate in elementary education.

The program is structured to encourage extensive reading, independent thinking, and appropriate research. Classes are scheduled in fall and spring semesters and in the summer sessions so the full-time teacher can continue both her professional service and her professional career development through graduate study.

Specific objectives of the program are as follows:

- (1) to extend the teacher's understanding of the purpose and role of education in the elementary grades;
- (2) to extend the teacher's understanding of the nature of the learner and learning process;
- (3) to assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects;
- (4) to extend and deepen the teacher's ability to work effectively with the content areas of the school curriculum;
- (5) to provide for concentrated study in one or more of the instructional areas of the school curriculum.

Most classes for the program are held in Joyner Hall.

After submitting the application form for graduate admission and the application fee, an applicant must submit the following materials to the graduate school in support of the application:

- (1) An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate quality point ratio is expected to be 2.5 or better on a scale of 4.0.
- (2) A copy of the applicant's North Carolina Class A teaching certificate.
- (3) An official report of the applicant's scores on the Miller Analogies Test (MAT). A minimum score of 35 is required for admission.
- (4) A letter from two professional educators in elementary education recommending that the applicant be admitted to graduate study in elementary education at Meredith College.

Prospective applicants who wish to discuss the application process or the graduate study program may make an appointment for an interview by calling or writing

Department of Education
Joyner Hall
Meredith College
Raleigh, North Carolina 27607-5298
Telephone: (919) 829-8315

Miller Analogies Test

The applicant is required to take the Miller Analogies Test prior to her admission.

- (1) The Psychology Clinic at North Carolina State University. For information, telephone (919) 737-2251 between 8:00 and 1:00 p.m., Monday through Thursday.
- (2) The Testing Center at the University of North

Carolina at Chapel Hill. For information, telephone (919) 962-2191 between 8:00 a.m. and 12:00 noon or between 1:30 p.m. and 5:00 p.m., Monday through Friday.

A student who has a baccalaureate degree from a regionally accredited college or university and who has a North Carolina public school certificate may enroll in graduate school without applying for admission and use the graduate credit earned to renew the North Carolina public school certificate. It is the responsibility of the individual to secure prior approval from the State Department of Public Instruction for the courses taken.

A student who wishes graduate credit for this coursework must file an application for post-baccalaureate study and submit transcripts of all undergraduate work. These transcripts must be sent directly from the applicant's college or university to the graduate school office. A student who receives post-baccalaureate admission may later apply for regular admission and apply up to six semester hours of the credit earned as a post-baccalaureate student to meet the requirements for the Master of Education degree.

The student who completes the Master of Education degree program will be recommended for a North Carolina Class G teaching certificate in elementary education. Students completing the reading emphasis module will be recommended for graduate certification in reading.

A candidate for the Master of Education in elementary education must successfully complete a minimum of 33 semester hours of graduate work and pass comprehensive written and oral examinations.

The program of study has three components: (1) a core of five required, three-semester-hour courses; (2) an emphasis of a minimum of four, three-semester hour courses, plus one three-semester-hour course from out-

CERTIFICATE RENEWAL

CERTIFICATION

PROGRAM OF STUDY

side the department and; (3) required individual study of one three-semester-hour independent study or one, six-semester-hour thesis.

Required Core Courses	SemesterHours
EDU 600 Curriculum Development	3
EDU 610 Advanced Educational Psychology	3
EDU 620 Philosophy of Education	3
EDU 630 Educational Research	3
EDU 670 Reading: Past, Present, Future	3
	<hr/> 15

Required Individual Study
(select one)

EDU 640 Independent Study (includes supervised internship or field experience)	3
EDU 650 Thesis (includes supervised internship or field experience)	6
Required Course Outside Education Department	3

Required Emphasis Study
Broad Curriculum Emphasis

EDU 671 Reading Across the Curriculum	3
HIS 520 History of North Carolina	3
MTE 510 Topics in Mathematics for the Elementary School Teacher	3

	Semester Hours
PSY 501	3
Special Topics in Education: Human Development	
PSY 502	3
Special Topics in Education: The Exceptional Individual	
PSY 530	3
Memory, Language and Cognition	
MUS 506	1-2
Computers and Music	
Additional graduate courses approved by the student's adviser.	
	<hr/>
	12
Mathematics Emphasis	
MTE 510	3
Topics in Mathematics for the Elementary School Teacher	
MTE 511	3
Topics in Geometry for the Elementary School Teacher	
MTE 512	3
Algebra and Analytic Geometry for the Elementary School Teacher	
MTE 610	3
Directed Study in Mathematics for the Elementary School Teacher	
MTE 611	3
Directed Study in Computer Science for Elementary School Teachers	
Reading Emphasis	
EDU 671	3
Reading Across the Curriculum	
EDU 672	3
Assessment of Reading Competencies	

	Semester Hours
EDU 673	3
Diagnostic/Prescriptive Competencies Instruction	
EDU 674	3
Clinical Application of the Reading Process	<hr/>
Total Hours Required for Core, Emphasis, Individual Study	33

COMPREHENSIVE EXAMINATIONS

Upon the completion of all courses and research, students must pass a comprehensive written examination on the core courses. The student who elects Education 640 as her research must pass an oral examination on all course work including her independent study. The student who elects Education 650 as her research will defend her thesis before the thesis committee. All comprehensive examinations will be administered during the semester in which the student expects to receive the degree. A student who has completed all coursework and wishes to take only her comprehensive exam during a semester must enroll in EDU 800 Comprehensive Exams.



EDU 600 CURRICULUM DEVELOPMENT

A study of the principles, techniques, trends, and innovations in curriculum construction and revision. The historical background, techniques of curriculum development, and the implications of social, philosophical factors in curriculum planning and organization will be investigated. An emphasis will be placed on the use of techniques and practices to improve instruction through curriculum development.

Fall

3 hours

EDU 610 ADVANCED EDUCATIONAL PSYCHOLOGY

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom. Emphasis will be placed in recent developments in learning theory, individual differences, and the assessment and control of behavior. Prerequisites: Educational Psychology and Developmental Psychology.

Spring

3 hours

EDU 620 PHILOSOPHY OF EDUCATION

A study of the development of philosophical thought and practice and its concomitant influence on the development of education in the western world from ancient to modern times. The course includes an analysis and interpretation of the major philosophical influences in American education today.

Fall, even-numbered years

3 hours

EDU 630 EDUCATIONAL RESEARCH

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

Spring, even-numbered years

3 hours

EDU 640 INDEPENDENT STUDY

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

3 hours

EDU 650 THESIS

The student will research, write, and defend orally the

COURSE DESCRIPTIONS

results of an in-depth examination of a departmentally approved topic. Regularly scheduled conferences and field supervision by the research director are an integral part of the course

6 hours.

EDU 670 READING: PAST, PRESENT, FUTURE

An in-depth study of the methods, materials, and basic research in development reading. Emphasis is given to applying appropriate research and modern technology while critically evaluating issues, trends, and research in the field of reading. Students are required to plan, initiate, and evaluate action research in reading within the school setting. Students acquire skills necessary to assist the school in assessing, planning, implementing, and evaluating in-school reading programs; assist the school in interpreting the school reading program to parents and to the public school.

3 hours

EDU 671 READING ACROSS THE CURRICULUM

An in-depth study of the reading process as it relates to the different areas in the curriculum. Emphasis is given to developing, evaluating, selecting, and adapting instructional media to meet the needs of content area students. Applications of study aids, SQ3R and DRTA, available technology will be made.

3 hours

EDU 672 ASSESSMENT OF READING COMPETENCIES

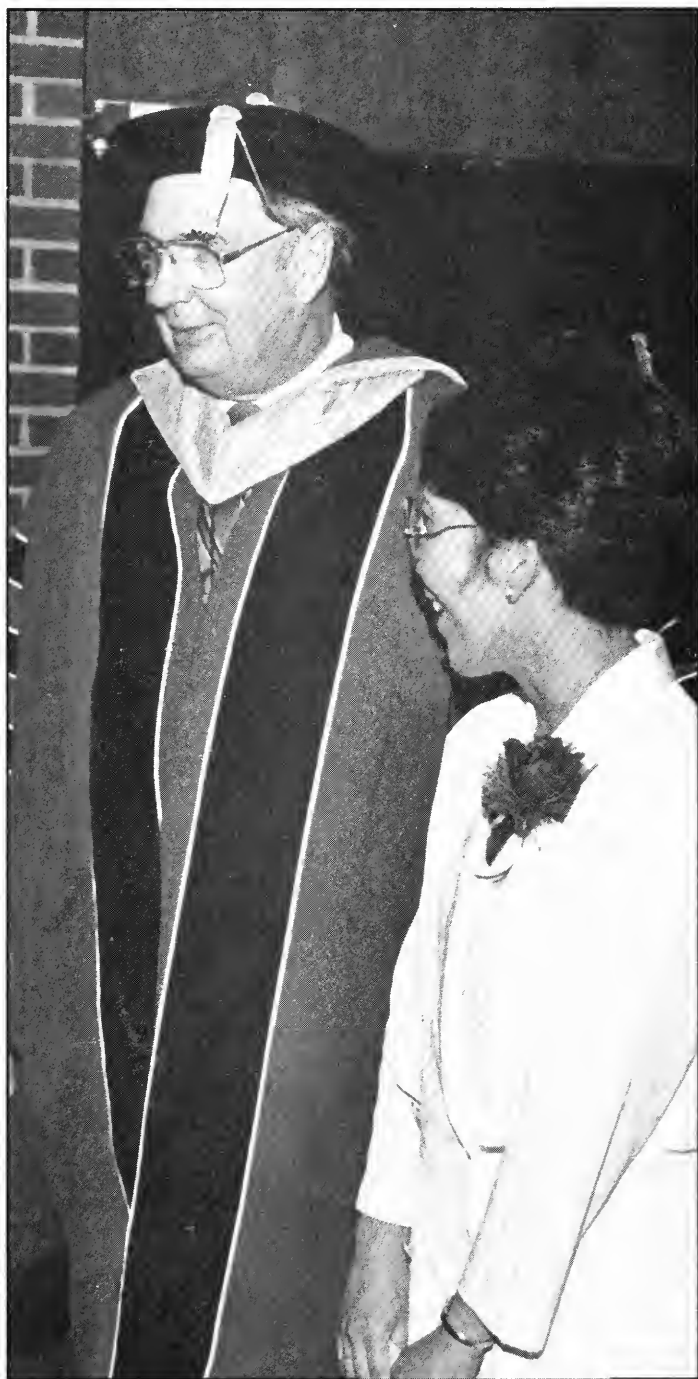
An in-depth study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic and corrective techniques. Emphasis is given to identifying patterns of behavior which may indicate physical, social, emotional, or intellectual impairments that affect the student's progress in reading. Students are required to assess reading strengths and weaknesses of clients in a clinical situation and compile and report the information obtained. Students select, administer, and interpret norm- and criterion-referenced reading and achievement tests.

3 hours

EDU 673 DIAGNOSTIC/PRESCRIPTIVE READING INSTRUCTION

An in-depth study of the various ways of meeting the needs of individual and groups by prescribing reading instruction based upon diagnosis of strengths and weaknesses and knowledge of methods and materials. Emphasis is given to developing study guides, modifying test material, locating supplementary materials, organizing and supervising reading programs. Students are required to use diagnostic information with participants in a clinical situation.

3 hours



EDU 674 CLINICAL APPLICATIONS OF THE READING PROCESS

In-depth advanced tutoring experiences which interrelate reading, other areas of the language arts, and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading programs for students, formal and informal continuous diagnosis, the selection and use of a variety of materials, record keeping, instructional procedures, and reporting of diagnostic procedures and the progress of students. Students are required to tutor in a clinical situation which will include developmental, corrective, functional, and recreational reading, as well as the use of available technology. The video-taping of one clinical tutoring session is required. Regularly scheduled conferences and field supervision by the course instructor are an integral part of the course.

3 hours

History

HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to natural history.

3 hours

Mathematics Education

MTE 510 TOPICS IN MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER

An examination of topics related to the elementary mathematics curriculum from a problem solving perspective. Topics included are the real number system, geometry, estimation, measurement, probability, and statistics. The heuristics of problem solving are applied within each of the topics studied. Activities involving problem solving are included to demonstrate the processes used.

3 hours

MTE 511 TOPICS IN GEOMETRY FOR THE ELEMENTARY SCHOOL TEACHER

An examination of topics in geometry that provide background for the early childhood and intermediate mathematics curriculum. The study of the relationships of plane geometric figures include measurements, congruences, similarities, and transformations. Coordinate geometry is used as a basis for studying the real number system. Plane geometric figures are combined to form space figures in order to study measurement and relationships in three dimensions.

3 hours

**MTE 512 ALGEBRA AND ANALYTICAL GEOMETRY
FOR THE ELEMENTARY SCHOOL TEACHER**

Topics from elementary algebra, including applications of algebra both outside of mathematics and in the context of analytic geometry. The goals of the course will be to strengthen the algebraic and problem solving skills of the student and to provide her with an appreciation of how the four arithmetic operations are extended and amplified in the practice and application of mathematics. Prerequisites: strong background in high school algebra.

3 hours

**MTE 610 DIRECTED STUDY IN MATHEMATICS FOR
ELEMENTARY SCHOOL TEACHERS**

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

3 hours

**MTE 611 DIRECTED STUDY IN COMPUTER SCIENCE
FOR ELEMENTARY SCHOOL TEACHERS**

Individualized study in computer science. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

3 hours

Psychology

**PSY 502 SPECIAL TOPICS IN EDUCATION:
THE EXCEPTIONAL INDIVIDUAL**

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities.

3 hours

PSY 530 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving.

3 hours



Master of Music

Performance and Pedagogy

The Master of Music in Performance and Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through the art of research. The graduate student gains teaching experience through the Meredith College School of Music and local private studio and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student

- (1) to perform advanced literature well, in a variety of situations;
- (2) to continue growth in all music-related areas through research skills;
- (3) to develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages; and
- (4) to develop and use an advanced knowledge of music literature, history, theory, and pedagogy.

Because of class scheduling, completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session.

Classes for the program are held in the Wainwright Music Building.

As changes are made in the program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

ADMISSION Admission to the program is limited to women who hold a baccalaureate degree in music.

APPLICATION PROCEDURES After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the graduate office in support of the application:

- (1) An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all post-secondary institutions the applicant may have attended.
- (2) Two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the reference to write directly to the graduate office.
- (3) An official report of scores on the music section of the Graduate Records Examination (see below).
- (4) International Students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music requires the following:

- (1) Music Data Form, with information about previous study and general statement of the applicant's goals.
- (2) An audition and an interview; both are essential parts of the application procedure.

- (3) Diagnostic test in theory and history (see prerequisites below).

Audition

The student performs about twenty minutes of music, performing at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalogue.

The student will sight-read some representative scores of easy to moderate difficulty. She will have an opportunity to discuss her background and experience with members of the faculty.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact

Department of Music
Wainwright Music Building
Meredith College
Raleigh, North Carolina 27607-5298
Telephone: (919) 829-8536

Graduate Record Examinations

Before the applicant receives regular admission, scores must be on file for the Music test of the Graduate Records Examination (GRE). The Music test is given four times a year. Information on test dates and centers is available from the Office of Career Planning and Placement at Meredith College or directly from

Graduate Record Examination
Educational Testing Service
CN 6000
Princeton, New Jersey 08541-6000

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form, in order for the college to receive a record of her test scores.

PREREQUISITES

Entering graduate students must take departmental diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum score of 75 percent.

Information on specific competencies tested is available in the music office.

Satisfactory completion of the diagnostic tests must be accomplished before work on the graduate paper, lecture-recital, or graduate recital may be undertaken.

Arrangements to take the diagnostic tests are made through the music office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to her advancement until she achieves satisfactory performance of this level of music for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

PROGRAM OF STUDY

A candidate in performance and pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

Required Courses	Semester Hours
MUA 500, 600	10
Principal Applied Study at Graduate Level	
MUS 620	2
Readings in Pedagogy	
MUS 621	2
Practicum in Pedagogy	
MUS 622	2
Selected Topics in Pedagogy	

Required Courses	Semester Hours
MUS 594	4
Seminars in Music Literature (two)	
MUS 514	2
Literature of the Principal Applied	
MUS 595	4
Seminars in Theory (two)	
MUS 610	3
Basic Research in Music	
MUS 696	1
Graduate Paper	
MUS 612	1
Lecture-Recital	
MUS 690	1
Graduate Recital	
	<hr/>
TOTAL HOURS	32

Foreign language proficiency for voice majors: students whose principal applied is voice will be required to demonstrate proficiency at the intermediate level in French, German, and Italian.

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.



COURSE DESCRIPTIONS

Applied Music

***MUA 500, 600 PRINCIPAL APPLIED STUDY**

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For 2 to 3 hours' credit per semester, the student receives the equivalent of a sixty-minute lesson (or two thirty-minute lessons) per week. She practices a minimum of 5 hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations conducted at the end of each semester. In order to complete degree requirements, the students must achieve 600 level for at least two semesters (a minimum of 4 hours' credit at 600 level).

2-3 hours

Pedagogy

MUS 620 READINGS IN PEDAGOGY

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development

2 hours

MUS 621 PRACTICUM IN PEDAGOGY

Supervised teaching of at least three students, varying in ability, experience, and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

2 hours

MUS 622 SELECTED TOPICS IN PEDAGOGY

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on diction, accompanying, ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques

2 hours.

Music Literature

MUS 594 SEMINAR IN MUSIC LITERATURE

Research in topics in music literature, history, or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

2 hours

*There are additional charges for applied music lessons.

MUS 514 LITERATURE OF THE PRINCIPAL APPLIED

A chronological study of the principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

2 hours

Theory

MUS 595 SEMINAR IN THEORY

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required for two semesters for the Master of Music candidate.

2 hours

Research

MUS 610 BASIC RESEARCH IN MUSIC

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises. This course is offered only in summer session.

3 hours

MUS 696 GRADUATE PAPER

Based on research techniques on MUS 610, the student will write a paper on a topic to be approved by her assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the paper will be assigned by the department head. Two additional committee members will be assigned by the department head to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the graduate paper are available in the music office

1 hour

Recitals

MUS 612 LECTURE-RECITAL

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and her assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, MUS 610, and successful completion of all portions of the diagnostic tests in theory and music history. Pass-fail grading.

1 hour

MUS 690 GRADUATE RECITAL

A public performance, usually from memory, lasting about sixty minutes, which demonstrates work at the 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. Pass-fail grading.

1 hour

Ensembles

MUS 534 CHORAL ENSEMBLE

MUS 536 ACCOMPANYING

MUS 537 INSTRUMENTAL ENSEMBLE

MUS 538 ORCHESTRA



Master of Music

Music Education

The Master of Music in music education is an advanced degree for teachers which provides curricula for the continuing professional development of music specialists who have baccalaureate degrees and North Carolina Class A teaching certificates in music education.

Specific objectives of the program are to enable the student to

- (1) broaden her understanding of the role of music education in society;
- (2) develop an understanding of the physical and psychological parameters of music and their influence on music learning and perception;
- (3) extend her ability to work effectively with the music program and its integration into the total school curriculum;
- (4) gain greater insight and skills in the use of techniques of research, in designing music projects, and in carrying out research projects;
- (5) develop her particular interest through concentrated study in choral, and/or general, or instrumental music education.

The student in the graduate program will demonstrate intellectual ability and professional expertise as well as a high degree of musicianship. She is expected to exhibit a deep commitment to graduate study and development in the profession.

Classes for the program take place in the Wainwright Music Building.

As changes are made in the Master of Music program, adequate notice will be given to enrolled students to enable them to complete requirements without hardship.

ADMISSION

Application Procedures

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the graduate office in support of the application:

- (1) An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
- (2) A copy of the applicant's North Carolina Class A teaching certificate in music.
- (3) An official report of the applicant's scores on the Miller Analogies Test (MAT). Please see page 38 for information about administration of the MAT.
- (4) Two letters of recommendation from persons who are familiar with the candidate's competence in the field of music education.
- (5) An interview with members of the faculty.

To obtain information about departmental admission requirements or to schedule an interview, contact

Department of Music
Wainwright Music Building
Meredith College
Raleigh, North Carolina 27607-5298
Telephone: (919) 829-8936

Entering graduate students must take departmental diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness and must achieve a minimum grade of B. In some cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum score of 75 percent.

PREREQUISITES

Information on specific competencies tested is available in the music office.

Satisfactory completion of the diagnostic tests must be accomplished before work on the Individual Project in Music Education or the optional thesis may be undertaken.

Arrangements to take the diagnostic tests are made through the music office.



PROGRAM OF STUDY Students in Music Education will successfully complete a minimum of 32 hours of graduate work.

Required Courses	Semester Hours
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Music Education

MUS 624 History and Philosophy of Music Education	3
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MUS 625 Selected Topics in Music Education (three two-hour courses)	6
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MUS 694 Individual Project in Music Education	2
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Education

EDU 610 Advanced Educational Psychology	3
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EDU 630 Educational Research	2
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Music

MUA Applied Music	2
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MUS 502 Advanced Conducting	2
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MUS 506 Computers and Music (or demonstrated computer literacy, with music applications)	0-2
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MUS 610 Basic Research in Music	2
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Electives in Music (may include MUS 650 Thesis, 6 hours, or MUS 625A Independent Study, 3 hours)	5-7
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Guided Elective

PSY 501 Special Topics in Education: Human Development or PSY 512 Special Topics in Education: The Exceptional Individual	
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Required Courses

Semester Hours

or

PSY 505

Perception

or

PSY 520

Memory, Language and Cognition

3

TOTAL HOURS

32

Additional courses in music for the student with strong background in psychology, approved by the student's adviser.

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

**COURSE
DESCRIPTIONS**

Music Education

**MUS 624 HISTORY AND PHILOSOPHY
OF MUSIC EDUCATION**

A study of music education with reference to its historical development and evolution of current philosophies, practices and problems of teaching music in contemporary society. Attention is given to the role of musical organizations in American life.

3 hours

**MUS 625 SELECTED TOPICS
IN MUSIC EDUCATION**

Studies of various pedagogical topics in music education. Field work features implementation of projects in school classroom settings. Topics include the following, among others:

Music for the Exceptional Child
Advanced Choral Methods
Advanced Elementary Methods
Testing Applications in Music

2 hours

**MUS 694 INDIVIDUAL PROJECT
IN MUSIC EDUCATION**

A culminating project designed in advance by the student and her adviser. Occurring toward the end of the program, the project gives the student an opportunity to incorporate knowledge into a cumulative experience. Means of evaluation include a written paper and a videotape prepared by the student. Field experience in the classroom is a required component.

2 hours

Education

**EDU 610 ADVANCED
EDUCATIONAL PSYCHOLOGY**

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom. Emphasis is placed on recent developments in learning theory, individual differences, and the assessment and control of behavior.

2 hours

EDU 630 EDUCATIONAL RESEARCH

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the

evaluation of educational research, and an introduction to elementary statistics are emphasized

2 hours

Music

***MUA Applied Music**

Studio instruction in an instrument or voice, at the level appropriate to the student's proficiency. For 1 hour of credit per semester, the student receives one thirty-minute lesson per week; for 2 to 3 hours' credit, she receives two thirty-minute lessons per week. She practices a minimum of 5 hours per week for each hour of credit. Determination of level is confirmed at jury examinations conducted at the end of each semester.

1-3 hours

MUS 502 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental and may be involved in public performance.

2hours.

MUS 506 COMPUTERS AND MUSIC

An introduction to basic programming, with emphasis upon the development of algorithms based upon musical content. Flowcharting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

0-2 hours

MUS 610 BASIC RESEARCH IN MUSIC

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises.

2 hours

MUS 650 THESIS

Based on research techniques of MUS 610 and EDU 610, the student who elects the thesis option will write a major paper on a topic to be approved by her assigned faculty committee. Prerequisites: MUS 610, EDU 610, and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the thesis will be assigned by the department head. Two additional committee members will be selected to read the thesis and determine a grade.

*There are additional charges for applied music lessons.



Guidelines covering topic approval, research and writing, and evaluation of the thesis are available in the music office.

6 hours

Guided Elective

PSY 501 SPECIAL TOPICS IN EDUCATION: HUMAN DEVELOPMENT

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisite: Either general psychology or educational psychology.

3 hours

PSY 512 SPECIAL TOPICS IN EDUCATION: THE EXCEPTIONAL INDIVIDUAL

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities.

3 hours

PSY 505 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

3 hours

PSY 530 MEMORY, LANGUAGE AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving.

3 hours

Additional electives in music may be selected from the listings in this catalogue for the Master of Music in Performance and Pedagogy.



Graduate School Directory

JOHN EDGAR WEEMS, Ed.D. (1972)
President

ADMINISTRATION

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

MARY S. JOHNSON, Ed.D. (1980)
Dean of the Graduate School

DONALD L. SPANTON, Ph.D. (1983)
Head, Department of Business and Economics

SANDRA HANNER, M.B.A. (1987)
Coordinator, M.B.A. Program

W. DAVID LYNCH, D.M.A. (1969)
Head, Department of Music

JAMES C.B. FOGLE, Ph.D. (1977)
Coordinator, Music Program

GWENDOLYN CLAY, Ph.D. (1985)
Head, Department of Education

CARROL B. SNODGRASS (1987)
Administrative Assistant

STAFF

- FACULTY** RUTH BALLA, M.S. (1987)
Director, Academic Computing
 B.S., Wilkes College; M.S., North Carolina State University.
- M. TONY BLEDSOE, Ed.D. (1981)
Associate Professor of Business
 B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.
- MARTHA L. BOUKNIGHT, Ph.D. (1966)
Associate Professor of Mathematics
 A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.
- CATHERINE CHARLTON, Mus. M. (1987)
Instructor of Music
 B.M., Trinity University; Mus.M., Ohio State University.
- GWENDOLYN CLAY, Ph.D. (1985)
Assistant Professor of Education
 B.S., North Carolina State University; M.A., University of North Carolina at Greensboro; Ph.D., North Carolina State University.
- BROCK W. DOWNWARD, D.M.A. (1976)
Instructor of Music
 Mus.B., Oberlin College; M.M., D.M.A., Eastman School of Music of the University of Rochester.
- JAMES C.B. FOGLE, Ph.D. (1976)
Associate Professor of Music
 A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.
- PHYLLIS W. GARRISS, Mus.M. (1951)
Assistant Professor of Music
 A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music of the University of Rochester.
- JOSEPHINE GUGLIELMI, Ph.D. (1987)
Assistant Professor of Mathematics
 A.B., Duke University; M.S., Ph.D., North Carolina State University.

ROSEMARY T. HORNAK, Ph.D. (1977)
Associate Professor of Psychology
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

JOHN HUGGARD, J.D. (1986)
Instructor of Business
A.B., J.D., University of North Carolina at Chapel Hill.

JAMES R. JOHNSON III, Ph.D. (1979)
Associate Professor of Business
A.B., Elmhurst College; Ph.D., Duke University.

VIRGINIA KNIGHT, Ph.D.
Professor of Mathematics
A.B., DePauw University; A.M., Ph.D., University of Oregon.

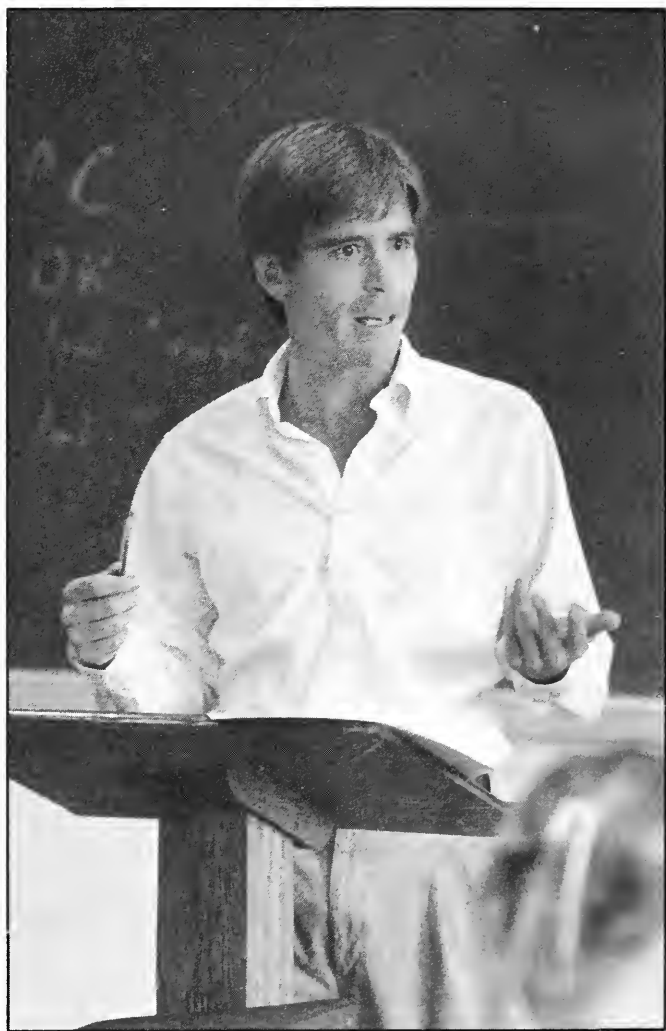
W. DAVID LYNCH, D.M.A. (1969)
Professor of Music
Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchall, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

REBECCA S. OATSVALL, Ph.D. (1984)
Associate Professor of Business
B.S., M.Acc., Ph.D., University of South Carolina.

FRANCES McCACHERN PAGE, Ed.D. (1980)
Associate Professor of Music
A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

THOMAS C. PARRAMORE, Ph.D. (1962)
Professor of History
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

JEROD KRATZER, Ed.D. (1986)
Assistant Professor of Education
B.S., St. Joseph's University; M.A., University of Delaware; Ed.D., North Carolina State University.



REBECCA J. MURRAY, Ed.D. (1974)

Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University; post-doctoral study, North Carolina State University.

DONALD SPANTON, Ph.D. (1983)

Associate Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

THERESA SPENSER, Ph.D. (1986)

Assistant Professor

A.B., M.Econ., Ph.D., North Carolina State University.

SALLY THOMAS, Mus.M. (1983)

Instructor in Music

B.M., Meredith College; M.M., Ohio State University; Kodaly Certificate, Sam Houston State University.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)

Associate Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

DOUGLAS J. WAKEMAN, Ph.D. (1984)

Associate Professor of Business

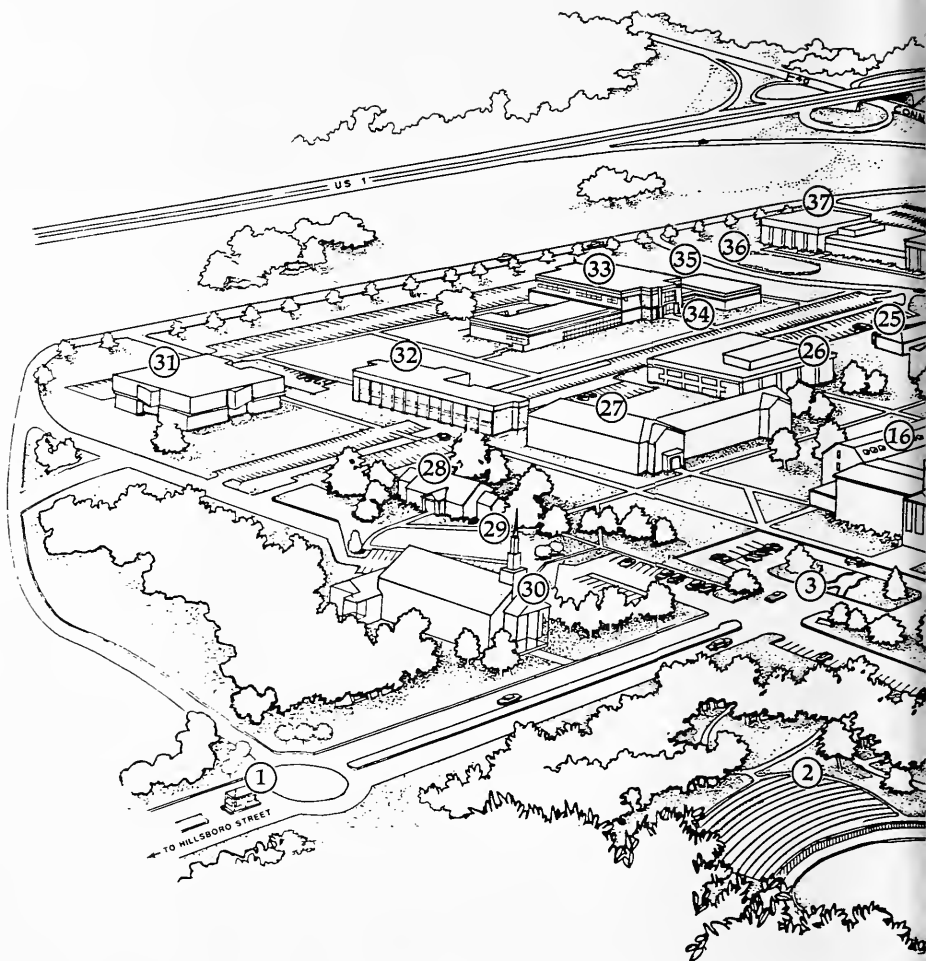
A.B., Ph.D., University of North Carolina at Chapel Hill.

ELIZABETH A. WEIR, Ed.D. (1988)

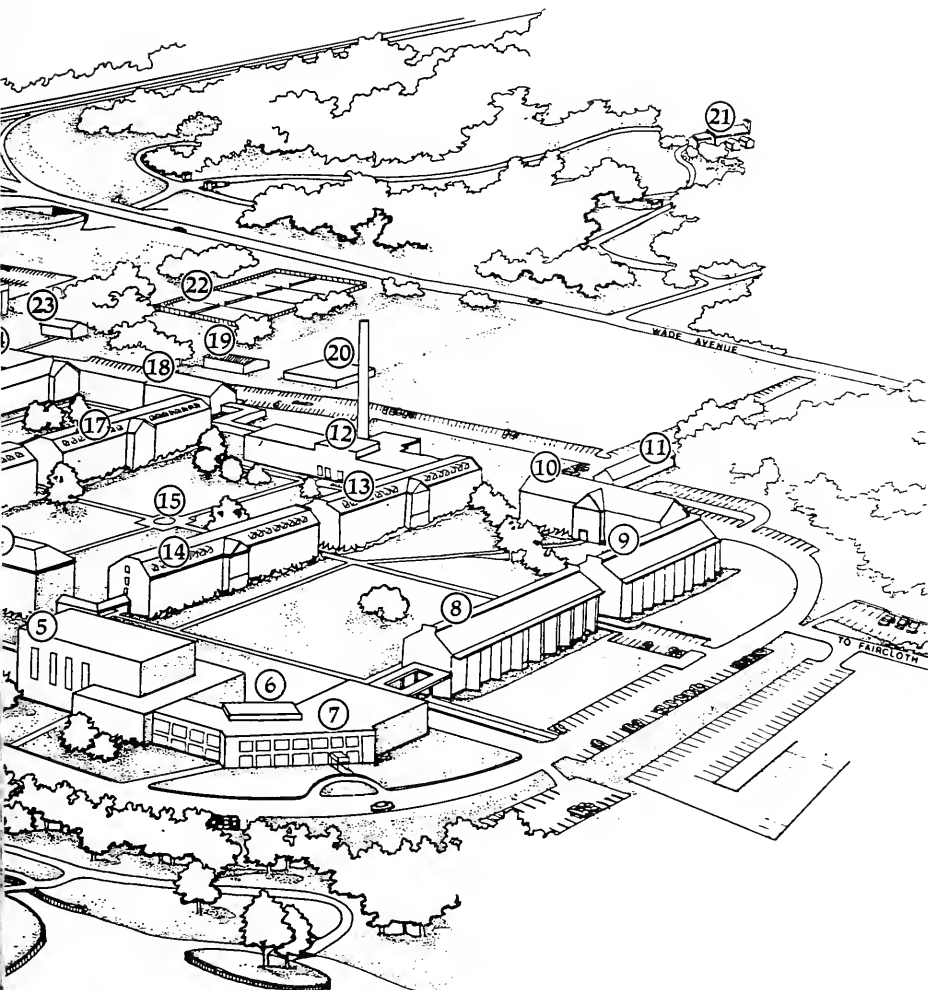
Assistant Professor of Education

B.Ed., Massey University; M.Ed., Ed.D., North Carolina State University.

CAMPUS MAP



1. Gate House (Information)
2. Elva Bryan McIver Amphitheater
at the Meredith Lake
3. Shaw Fountain
4. Johnson Hall (Administration)
5. Jones Hall (Auditorium, Studio Theater,
Drama, Writing Center, Continuing
Education)
6. Faw Garden
7. Harriet Mardre Wainwright Music Building
(and Carswell Concert Hall)
8. Heilman Residence Hall
9. Barefoot Residence Hall
10. Poteat Residence Hall
11. Maintenance Shop



- | | | | |
|-----|---|-----|---|
| 12. | Belk Dining Hall | 27. | Joyner Hall (Liberal Arts) |
| 13. | Faircloth Residence Hall | 28. | Mae Grimmer Alumnae House |
| 14. | Brewer Residence Hall | 29. | Margaret Craig Martin Garden |
| 15. | Heck Memorial Fountain | 30. | Christine and Seby Jones Chapel |
| 16. | Vann Residence Hall | 31. | Cate Student Center
(and Kresge Auditorium) |
| 17. | Stringfield Residence Hall | 32. | Shearon Harris Business Building
(Business and Economics,
Mathematics and Computer Science) |
| 18. | Carroll Health Center and Residence Hall | 33. | Gaddy-Hamrick Art Center
(and Frankie G. Weems Art Gallery) |
| 19. | Security, Buildings and Grounds | 34. | Cleo Glover Perry Garden |
| 20. | Carroll Annex (Residence Hall) | 35. | Frankie G. Weems Memorial Garden |
| 21. | Massey House (President's Residence) | 36. | Golf Putting Green |
| 22. | Tennis Courts | 37. | Weatherspoon Physical Education-
Dance Building |
| 23. | Ellen Brewer House
(Home Economics Resources Management) | | |
| 24. | Hunter Hall (Science, Home Economics) | | |
| 25. | Mary Yarbrough Research Center | | |
| 26. | Carlyle Campbell Library | | |



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The John E. Weems Graduate School
Raleigh, North Carolina

